

English Intent Statement

Reading and Phonics

Reading is a life skill. At Esh Church of England Primary school we want every child to leave school as a fluent reader, enabling them to be fully prepared for further academic study, and suitably equipped for the essentials of everyday life. Our aim is for children to leave school having accessed a core spine of texts, covering a range of genres, throughout the primary phase, and developed a passion and curiosity to want to continue their reading journey.

Class 1 – Read Write Inc Phonics Scheme

At Esh, we use a synthetic phonics programme called ‘Read Write Inc’ produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

Where required, small group or 1:1 phonics interventions continue to take place in other year groups focussing on addressing specific gaps in knowledge.

Class 2 – Bug Club

In Class 2 we use an online structured reading scheme – Bug Club, where books are allocated to a child and read at home with parents. Comprehension is developed through a series of interactive question bugs woven through the books. This scheme capitalises on children’s interest in modern tablet technology and the bright, modern and wide-ranging series of texts provides a high level of engagement. Research has shown that children using the scheme make good progress in their reading age when compared with their peers. The high level of portability also makes Bug Club a flexible and convenient resource for parents.

Printed books are also offered as an alternative or to supplement the scheme where this is more appropriate for individual children.

<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/audited/Bug-Club-research-report.pdf>

Class 3 and Class 4 – Accelerated Reader

From Years 4-6, children have access to the Accelerated Reader program, with 30 minutes reading time included as part of the curriculum each day. Once a term, children take a STAR reading test to identify a zone of proximal development (ZPD) score. Children then choose from a selection of books in class at the appropriate level. After they have completed reading a text, pupils take a short online quiz assessing their understanding of the book. Each child has a target average quiz score of 85%, and this is monitored by teachers over time, so additional support and intervention can be introduced where required.

Home Readers

Each child is given a reading record every year. There is space in the record for parents to sign when they have listened to their child read. Teachers will hear children read individually once a week. Phonics scheme books and Bug Club texts are used for home readers until children are confident enough to choose their own books. These can be borrowed from classes or from the school library, but children are also encouraged to read their own books from home.

Reading for Pleasure

To promote reading for pleasure we have a school library which is run by our Year 6 pupils. This can be accessed on a lunchtime by all pupils. Favourite books are shared and recommended in a variety of ways, with teachers modelling the process of being readers. Each class has a 'book focus area' with a selection of fiction and non-fiction books children can choose to read. These areas may reflect current topics or areas of interest. Bedtime Story Nights are also held once a year, when children are invited to come along after school

Teachers read aloud to pupils from a 'class novel' every day for ten minutes to help promote a love of reading. Texts used for class novels are separate to those used as part of English units and can be used as a way to introduce specific themes to the class; allow the children to have a hand in choosing their own texts; increasing the range and diversity of texts available to pupils or just share a really good story.

Comprehension Skills

Comprehension skills are explicitly taught as part of English lessons. They are also embedded whenever there is an opportunity for reading: through guided sessions, when reading whole-class novels, independently through Bug Club and Accelerated Reader, during 1:1 reading sessions (including volunteers). Parents are invited in to school at the beginning of the year to meet teachers, and are shown how reading is taught in that class. A separate phonics meeting is held for parents of children in Reception.