



Intent

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We want children to

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage

Implementation

We are determined that every pupil will learn to read, regardless of their background, needs or abilities. We do this through:

- Giving reading a high profile in the school
- Ensuring timetabling is given priority i.e. daily story, phonics
- Identifying children not yet reading fluently and intervening with specific support through teaching and 1:1 interventions
- Careful assessment of each child's reading ability and matching books to reading stage and targeted support if needed
- Creating an environment which is language rich
- Recognising the importance of parents and carers in supporting and developing children's reading skills and love of reading

Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. We achieve this through:

- Reading a wide range of stories, poems, rhymes and non fiction
- Choosing great texts! Page turners, spine books, from a variety of genres and cultures exploring diversity and British Values
- Choosing texts which broaden children's understanding of their lives and world
- Planning the texts chosen and making sure they build, year on year
- Having a fantastic reading environment within each class with lots of choice and celebration of reading

Our phonics programme matches or exceeds the expectations of the national curriculum and the ELGs. We implement it by:

- Being clear about expectations of what children should be able to do and by when
- Monitoring where each child is and supporting individual children who have not met those expectations so that they learn to read
- Using the same system for children who join the school with no English or no assessment of reading

Making sure that the books children read are carefully sequenced and matched to their stage of learning. We do this through:

- Giving children time to practise and re-read books, timetabling regular practise with adults and by using our assessments carefully
- Giving support to parents with hearing their children read and using phonics accurately
- Using reading diaries to promote, share and track reading



We teach systematic, synthetic phonics from the start. We do this by:

- Using a clear plan and beginning the teaching of phonics in nursery starting with “satpin”
- Making sure practitioners are well trained and understand the plan
- Monitoring how well children are learning to read and intervening where needed; supporting any child who has fallen behind or who is new to reading English.

We believe all children can and will learn to read through:

- Careful assessment of where they are and implementing quick support from highly skilled staff
- Communicating with parents and offering support
- Monitoring how well the support is working

Impact – Ridgmont Lower School will have pupils who can:

- Communicate effectively and confidently
- Read with accuracy and fluency
- Read for pleasure
- Use these skills in all areas of learning