



Reviewed May 2024

St Bertelina's Church of England Primary School

English Curriculum Statement

The overall aim of the English curriculum is to enable all of our pupils to develop their ability to use and understand the English language. At St Bertelina's, we recognise that language is essential to learning and that the development of English is taking place in every lesson of the day because it is our basic communication medium. English is not perceived as a 'bolted on' addition to the curriculum but as an implicit part of the teaching and learning which goes on each day in every curriculum area. This does not imply that it is not taught in a structured, progressive and rigorous way; fundamentally, we believe that spoken language underpins the development of reading and writing and therefore we take every opportunity to improve our children's spoken grammar and syntax.

Intent

Reading

When children begin their learning journey at St Bertelina's, our aim is to draw on and develop what children have already acquired in their first few years of life; regardless of their varying exposure to print and vocabulary range. Through high-quality, adaptive teaching, we aim to develop our children's love of reading, writing, drama and discussion. Nevertheless, to achieve such success we need to be aware from the beginning of a child's individual circumstances, their personal needs and how these needs can be met. In this way the teacher is starting from where the child is at rather than where they "should be" and true child centred learning can take place.

It is our philosophy that in order to achieve a love of reading, writing, drama and discussion, a high-quality English curriculum is paramount. Reading is a high-profile area of the curriculum: our overall aim is for each child to develop an interest and enjoyment in reading and through this to master the mechanical skills which will produce adults who do read and not merely can read. When our children leave, having had access to a wide range of text types, genres and authors, we want them to be avid readers who read fluently and widely for pleasure. We want our children to confidently share preferences and opinions about the texts that they read. We aim for our

children to be exposed to rich vocabulary that they can decipher and use when speaking and writing. We believe that reading is the key to success. Our primary intent is to create avid readers which we believe sets the foundation for any greater depth writer.

Writing

At St Berteline's, we want our children to write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We recognise the importance of nurturing a culture where children take pride in their writing and write clearly and accurately. We believe that successful writing lies in the children's enjoyment of writing and their desire to write. The key to this is in the stimulus provided and for this reason the writing activities planned across a range of genres usually involve writing for a specific purpose or for a "real" audience or else in response to a first-hand experience. By the time our children leave, we want them to write with grammatical accuracy and be able to apply spelling patterns correctly using a specific joined handwriting style. We intend to create writers who can re-read, edit and improve their own writing. We believe that fluency in the English language is an essential foundation for success in all subjects and therefore we develop pupils' spoken language, listening skills, reading, writing and vocabulary as these are integral aspects of the teaching of every subject. It is our aim that, through our embedded teaching of hands-on experiences and explicit teaching of vocabulary that our children develop a passion for English to aid their life skills and enable them to become lifelong learners. At St Berteline's, we strive to ensure that every child has a wealth of language skills that allow them to succeed far beyond the primary classroom.

Implementation

English is taught over multiple lessons every day. As well as daily reading lessons, writing lessons and discrete teaching of spelling and handwriting, the teaching of English is embedded across the curriculum. Teachers will provide a learning environment which is rich in a range of good quality resources readily available for the children to share. The teacher is also vital as a role model both in his/her reading habits, in the exposition of their own writing and in their own speech.

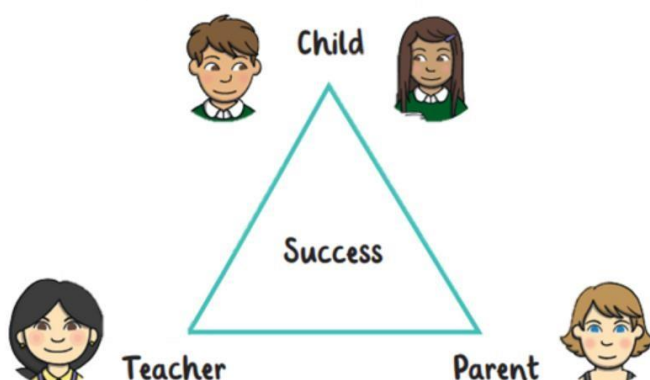
Reading

The basic principles of the teaching of reading can be separated into two key concepts: word reading and comprehension. This underpins our teaching of reading from EYFS to Year 6.

Early Reading and Phonics



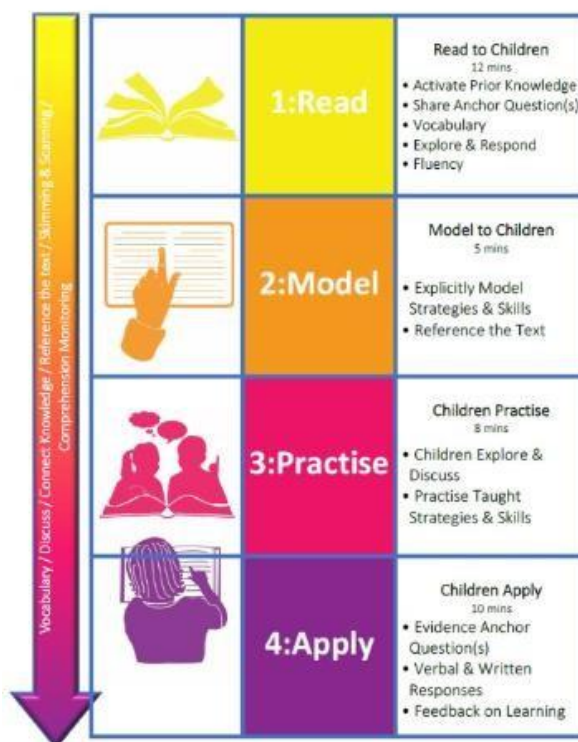
We teach early reading and phonics through the systematic synthetic phonics programme 'Twinkl Phonics'. As well as teaching reading, phonics sessions can support the formative assessment of spelling and letter formation, and structured activities within sessions are used to leverage this. Vocabulary and spoken language are also developed during reading sessions. Reading sessions allow children to apply the phonic skills that they have been taught. Here, they practise their fluency: accurate decoding, prosody and comprehension skills. These decodable books/ebooks link to the Twinkl phonics scheme: we use the Rhino Readers reading scheme which perfectly aligns with the teaching progression within the Twinkl Phonics scheme and therefore ensure children are reading fully decodable books/ebooks at their level. Upon entry to school the children are assessed as to their individual level of reading readiness. The teacher will assess the level of vocabulary and understanding the child has as well as the phonics knowledge he/she displays. For their phonics sessions, children are grouped by phonic knowledge in accordance with the scheme. Children will take two types of reading books home: A reading practice book which will match the child's phonics level and a sharing book which is a book each child chooses to enjoy with an adult at home. Maximum learning is achieved when the child, teacher and parent are using the same phonics techniques and language in school and at home. Please [visit our phonics page](#) to find out more information about the teaching of phonics and the role of parents and carers when supporting their child with reading at home.



Whole Class Reading: Ready Steady Comprehension



At St Berteline's, once children have exited Twinkl Phonics and Rhino Readers, we teach whole class reading through the use of 'Ready Steady Comprehension' to ensure that our readers have the opportunity to learn through a variety of different texts. Ready Steady Comprehension is a shared reading approach where daily reading practise enables all children, regardless of their reading ability, to have enjoyable and meaningful literacy experiences every day and allows children to keep up and not catch up. Through a consistent and considered teaching sequence, children are exposed to fictions, non-fiction and poetry with many texts linking to our broader curriculum. The teaching sequence below demonstrates how the development of fluency, vocabulary and understanding of text are embedded throughout all of our reading lessons. The strategies needed for children to develop as readers are explicitly modelled, with children then having the opportunity to apply the taught reading practise and strategies.



Keep-up Lessons

When a child is identified as not keeping up with whole class reading sessions, intervention will be introduced and the child will receive extra support. Keep-up lessons can include:

- Extra 1:1 reading time and discussion with an adult
- A targeted intervention which will focus on a specific reading skill such as inference
- Keep up lessons will be delivered which will match the structure of class teaching, and use the same procedures and resources but in smaller steps

Enrichment

As in all curriculum areas, it is important to keep a subject alive and enjoyable and for this reason it is our policy that we give the children the chance to work with real authors, poets, storytellers and drama groups from our own and different cultures. Throughout the year, our children take part in, and celebrate: World Book Day, National Poetry Day, dedicated author days and Dad's Reading Afternoon. We hold a Book Fair annually, encourage participation in the Halton Summer Reading Challenge and planned visits to the local library further promote and inspire our children's passion for reading. St Bertelina's also access the Cheshire Library Service who provide quality texts to enhance topics being taught in school. Alongside this, the library van visits school several times a year where children from every class have the opportunity to visit the van and choose books for their class.

Our Reading Environments

At St Bertelina's reading is valued, promoted and actively encouraged. We aim to create a thriving culture for reading where children love to enter the world of story.

Classrooms

The teachers at St Bertelina's are very conscious of the need to create a classroom environment which is supportive in developing a love of reading too. Each classroom is equipped with a "book box" which contains a range of literature including fiction, nonfiction, poetry, magazines, newspapers and so on. The teacher regularly changes the stock in his/her book box by exchanging some books for others from the school library or the resource library. In this way the children and teachers are kept aware of new titles being published and any new children's authors emerging as well as developing a feeling of ownership with regard to the reading material available in their classroom.

Library

Our school library is 'open' from 1-2pm every day when children are free to change their reading books. The library is run by our 'Reading Leaders' who enjoy spending their time supporting the smooth running of the library, reading to younger children and recommending books to others. All children have free access at other times for

specific purposes such as browsing, fact finding etc. Each class will book allocated 'library time' throughout the year.

Book Shed

Our 'Reading Leaders' also support with the running of our 'Book Shed'. This is our reading area that is accessed during playtime- each class has an allocated day where they can visit the Book Shed: here they can read in a quiet space, read with their friends, be read to by a Reading Leader and borrow books to take home and share with their family.

Reading Spine

Right from the start of their learning journey at St Berteline's, children are encouraged and supported to find books that they enjoy: as well as their phonetically decodable book, they will choose a 'sharing book' that they take home each week. Teachers recognise that every child is unique and their reading interests can vary widely. Knowing what books children like gives the teacher the power to be more bespoke in suggestions of books that they will enjoy.

From EYFS to Y6, all children will be immersed in a range of different texts through our 'class stories', which allows children the opportunity to just sit, relax and enjoy being read to. Leading by example, adults throughout the school read a class text daily to their children. This immerses our children in literature and helps them develop an enthusiasm for reading, as well as improving their comprehension skills. Class stories are selected from the 'Listen to Enjoy' section in our reading spine. The books in our reading spine have been chosen to ensure that all children have access to a wide range of high-quality texts of different genres and are also reflective of our school's commitment to ensuring diversity and representation within our curriculum. Please visit our 'Reading Spine' page for more information.

Reading at Home

In school, we understand the importance of ensuring that children are also read with at home. The expectation at St Berteline's is that children are read with a minimum of three times per week (ideally daily) and in EYFS/KS1 this is recorded in their reading diaries.

The children are given their own reading books/ebooks from the start of their journey at St Berteline's and are encouraged to take these home and share with their family and friends. The books taken are noted in the child's reading diary which also acts as a valuable communication between parents and teacher, where comments about books and general reading progress can be written. Parents are well briefed at Early Years and parent meetings as to their role in the reading process and generally the comments

they make in the reading diary will serve to encourage their child. At times, the teacher will have one-to-one reading sessions with children and here the time is taken to discuss more individual reading habits, favourite texts or authors and progression in reading.

Book bands – When a child exits our phonics programme, they will use the library to select their independent reading book. The two book bands levels, that children access upon exiting the phonics programme, are brown and grey. These book bands are used to monitor and support children's reading development before they are reading fluently enough to move on to 'free reading.' During this period, children are assessed on their readiness to become a 'free reader'. When selecting their own books, children are encouraged to use the '5 finger test'.

For more information, please visit our [phonics page](#) and our [policy on the use of reading diaries and parental support at home](#)

Writing

The Writing Process

From an early age the children at St Berteline's are encouraged to become writers. The pupils have varied and frequent opportunities to write. One of the children's experiences of writing is often seen in the role play situation where they will formulate lists or write letters to one another using the literary skills they already possess. This approach to writing is facilitated by creating a natural writing environment e.g. an office, a cafe, a shop or another real life setting for the children to play in. The children's writing or mark making at this stage is celebrated, encouraged and developed through sensitive interaction by the teacher or an adult. This may take the form of supportive writing in which the teacher scribes what the child wishes to write or else acts as a role model to the class or group as in a class journal or else perhaps paired writing in which teacher and child participate in a piece of writing together. Eventually due to the progression of phonics and other reading skills the child begins to use letter sounds which they recognise in their writing and the bank of simple words they are building up begin to be incorporated in their work. In the EYFS, we use Talk for Writing and Drawing Club to support the delivery of the teaching of writing.

From the beginning, the children are introduced to the writing process and are encouraged to initiate and develop their own ideas for writing and to discuss, plan and make notes before writing. Very often the children will use a story map or similar, to develop an idea and use this to plan their work. As the children's reading and writing skills develop response partners may be involved whereby the children listen and help each other with their writing. Sometimes work is carried out collaboratively with the teacher, a friend, a group or the whole class.

Children are taught the importance of drafting and are encouraged to write. Nevertheless, it is not appropriate for all work to be redrafted. Editing and revising also becomes a natural part of the process in which children are encouraged to mark words which are incorrectly spelt and correct them, put in punctuation, look for grammatical errors, as well as review the whole piece of writing. Occasionally, work may be published as a final piece, for example by making into bound books, or simply writing something out "beautifully". Computing may be used for word processing at the publishing stage, but also at the redrafting and editing stage.

Writing is taught using modelled and shared writing. Sessions are not exclusively modelled or shared - teachers often mix it up. Planning, writing in action, drafting, editing and proof-reading make up our writing cycle. When delivering shared or modelled writes, teachers focus on specific areas and vocabulary choices. Teachers use their internal writer's dialogue out loud and explain the reasons for their decisions. Spelling, grammar and punctuation sessions focus on key objectives as well as targeting areas for improvement which will then be embedded in the follow up pieces of writing.

Grammatical correctness and accurate punctuation are vital components of good quality writing, communicating meaning as precisely as possible. Making their grammatical knowledge more explicit will develop more confident and versatile writers and speakers. The teaching of grammar and punctuation are not merely additional parts of the English curriculum, but an intrinsic part of the writing process. As such, every effort is made to make the teaching of these components as stimulating as possible, not simply isolated exercises that bear little relation to the child's own writing. Teachers plan engaging units of work in order to enthuse, inspire and motivate our children, which are, most of the time, underpinned by core texts from our topic or reading spines.

Marking Writing

There is an agreed system of marking throughout the school. The teacher always looks on the positive side and finds some good in a child's work. We feel it is important to remember that marking is for improvement and correction. It is with this in mind, that we try only to mark what a child can cope with and often there may be only one element to correct in a particular piece of work. Therefore, when marking we must decide which element to highlight e.g. vocabulary, consistency, the storyline and so on. Marking will often focus on the child's targets and learning objectives, which are discussed and agreed between teacher and child. A similar approach applies when marking spellings. To begin with the teacher may highlight a few incorrect spellings and the child will go and correct these using resources provided in the classroom. If a child is making mistakes on words with similar patterns, then a small list of words using the pattern may be given to learn and jotted down in the child's reading

diary/English book. It is not school policy for every incorrect spelling to be always marked, as it is felt this discourages children from writing at all. (See also separate document entitled 'Code of Practice for Marking Children's Work')

Handwriting

The teachers at St Berteline's believe that handwriting is a skill for life and that, as in everything, excellence can be difficult to achieve. However, we endeavour to teach the children a skill of which they will be very proud of. At St Berteline's we teach a specific style of handwriting. Writing skill is acquired by using co-ordinated movements and the movements from which letters are made are generally familiar to children before they begin to write. In the Early Years fine motor skills and pencil control are encouraged through the use of various activities such as threading beads, using peg boards, sewing and tracing over writing patterns related to the letter shapes. As the children progress, they begin to practise the correct formation of individual numerals and letters. The children practise their handwriting skills regularly using a variety of writing tools e.g. fingers, paint brushes, crayons and pencils and writing materials e.g. tracing paper, paint, sand, dough, mirrors etc. Through repeated experiment and practise the child establishes his own sense of touch, rhythmic movement and natural writing size; through which an individual hand develops. Eventually the making of letters, become natural habits of movement.

The correct formation of letters is encouraged when writing in any curriculum area, however specific handwriting lessons are taught more formally, practising the formation of the letters and later join up their writing. All junior children are encouraged to buy their own fountain pen or else use a school fountain pen. Children who experience significant difficulties with a fountain pen are given an agreed alternative. Handwriting is taught regularly and children are reminded about the expectations of handwriting in all areas of the curriculum

(See separate booklets: "How Can I Help My Child With His/Her Handwriting", "A Structured approach to the Development of children's Handwriting" and "St Berteline's Primary School - A Handwriting Policy for Teachers")

Spelling

Spelling is a skill which is taught as an intrinsic part of writing. All the teachers at St Bertelines are aware that correct spelling is part of the editing process and should not detract from the drafting and composing in a quality piece of writing. It is recognised that children move through clearly recognisable stages in learning to spell and therefore learning to spell is developmental and not merely a matter of memorising words. At St Berteline's we try to introduce the children to different ways of helping

them to master spelling. Spelling is a taught skill and class lessons covering specific rules are important.

In EYFS and Year 1, pupils practise spellings featuring the sound they are learning/revising that day during their phonics session. High Frequency words/ Common exception words are explicitly taught. At St Bertelina's we use the Spelling Shed Scheme from Years 2 - Year 6 to devise a comprehensive, yet accessible, progression in the teaching of spelling. Guidance is provided on how to teach the strategies, knowledge and skills pupils need to learn to become confident and accurate spellers. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions - patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings including statutory words and common exception words. The programme has a clear progression throughout blocks of teaching units across the year groups and comprehensively explains how to teach spelling effectively. The children will take home their weekly spellings to consolidate the pattern/letter strings and will be tested on the words weekly. The following strategies are used to support pupils' spelling across school and at home.

- Look, say, cover, write, check
- Clapping and counting syllables
- Segmentation strategy
- Memorable 'silly sentences' and mnemonics
- Trace, copy and replicate (then check)
- Drawing around the word to show the shape
- Pyramid words



These strategies help pupils to hear/see the spelling sounds within words aloud and transfer that to the written spelling. Please see our [Spelling Progression Map document](#).

Impact

We want to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Reading

Our pupils will:

- be able to read and will show increasing confidence, resilience and independence in their reading so that they continue to become lifelong readers
- be motivated readers who have all of the skills required to be able to read for pleasure and for purpose effectively
- be able readers who have been immersed in a range of genres and text types
- have a love of reading and develop preferences on what type of genre or topic they like to read
- be increasingly sophisticated reading critics who can competently analyse a wide variety of text types.
- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- leave us as confident young performers who are not daunted by reading and performing in front of others

Writing

Our pupils will:

- have a clear understanding of the writing process
- enjoy writing across a range of genres and be able to succeed in all English lessons with writing tasks being appropriately scaffolded
- have a wide vocabulary and be creative and adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience
- write with confidence and creativity, while developing the skills to self-edit, correct and improve.
- leave primary school being able to use a range of effective spelling strategies and know age-appropriate spelling rules

- make good and better progress from their starting points to achieve their full potential
- write with automaticity having developed a clear, fluent and joined handwriting style

The impact of our English curriculum is monitored, measured and evaluated in many different ways, including: precision teaching, learning walks, observations, pupil voice, work scrutinies and external standardisation. Formative and summative assessment also plays an important role in measuring the impact of our curriculum.

Summative and Formative Assessment

Formative Assessment

Formative assessment is the key driver to facilitate effective learning and progress. On a day-to-day basis the teacher is continuously assessing the children in their care through dialogue, questioning, interaction and observation, personal interaction and marking work.

Summative Assessment

Soon after a child enters school, the EYFS teacher carries out the baseline assessment. The teacher begins to complete a Welcomm screening and this becomes an ongoing assessment across the year. At the end of the year, the class teacher will assess whether the child has made a good level of development.

In Year 1, children will complete a phonics screening check. Any child failing the phonics check are identified as a target group to receive additional support in order to enhance progress.

NFER tests in Reading and SPaG are administered in the summer term of Years 1-5. Teachers will also carry out regular Salford Reading Tests throughout the year which give a reading age, allowing to establish both the decoding and comprehension skills of the child. Also, a child's spelling age is measured at the start of each academic year using the Single Word Spelling Test as a baseline. Spelling is then assessed termly using the spelling NFER which provides an age-standardised score.

In Year 6 National Curriculum tests (SATs) are administered at the end of Key 2 and along with teacher assessment, give an indication of attainment.

In addition to this, Bsquared 'Early Steps' and 'Primary Steps' is used termly to track small steps of progress for SEND children who are working below the aged-related expectation in English.

All of the above measures inform future areas for improvement and the impact of new initiatives. Leaders will provide an action plan for the subject and address areas for development and improvement which is then shared with all staff.

We hope that as our children move on and continue their learning journey, that their passion for English, creativity and high aspirations travel with them and continue to develop and flourish.

Linked documents:

- Early Reading and Phonics
- School Policy on the Use of Reading Diaries and Parental Support with Reading
- Reading Spine
- How Can I Help My Child With His/Her Handwriting
- A Structured approach to the Development of children's Handwriting
- St Berteline's Primary School - A Handwriting Policy for Teachers
- Marking Writing
- Spelling Progression Map

Early Reading and Phonics



Our children's phonics journey starts in Reception.

Phonics provides vital foundations to become a fluent reader.

At St Berteline's, we use Twinkl Phonics as our Systematic, Synthetic Phonics Program (SSP). It is high quality and robust in its purpose. With a clear, structured progression through the programme, it allows all of our pupils to meet or exceed the expected standard.

What Is Synthetic Phonics?

Synthetic phonics is a method of teaching reading and writing in which words are broken up into their smallest units of sound or 'phonemes'. Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme. Sounds are then built up or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their constituent sounds for writing.

The benefits of this approach are:

- children learn in an order which is well thought-out and allows them to progress through stages as they are ready;
- teachers have a structure for planning and clear stages for assessing children, in order to ensure progression and coverage;
- children can attempt new words working from sound alone;
- reading and writing become practices that are developed hand-in-hand.

A Cohesive Whole-School Approach

Synthetic phonics builds continuously on prior learning. It is therefore vital that the same programme is used across the whole school to ensure maximum impact.

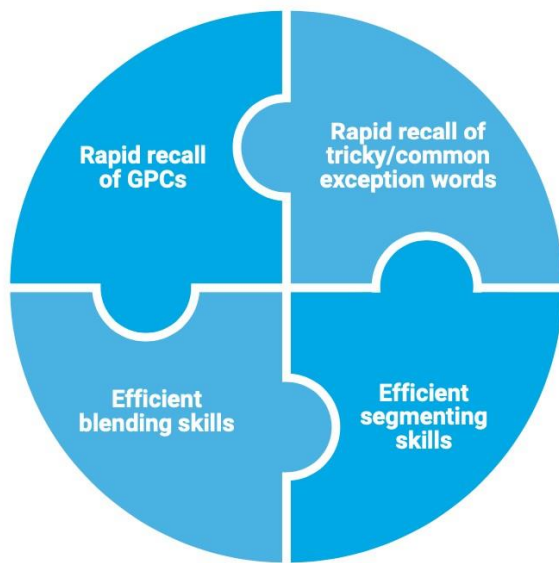
By following one scheme as a whole school, we are able to establish a progressive, consistent phonics curriculum where children will progress and succeed. As part of this cohesive approach, it is also vital that all staff, children and parents use the same terminology and language when talking about phonics.

Reading books follow exactly the same progression as our phonics scheme so that, at any point, children only encounter texts which are fully decodable for their phonics knowledge. The Rhino Readers reading scheme perfectly aligns with the teaching progression within Twinkl Phonics.

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun lesson resources within a clear and systematic approach that builds children's skills daily. Broadly speaking, the Twinkl Phonics progression is based on the Letters & Sounds framework, which helps us meet the needs of our service children who may have been using that approach in previous schools before joining us.

During the lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practise of these core skills.

Twinkl Phonics lessons are also supported by weekly decodable books, which are part of our Core Provision, where children can apply the skills they have learnt in their phonics lessons. As part of our wider SSP provision, there are also follow-up activities that the children can complete independently, in pairs or in groups which relate to the day's learning.



Four Cornerstones of Phonics

In addition, we use actions to help the children remember phonemes; this kinaesthetic, visual and auditory approach helps the children to retain the phonemes and supports children with SEND. Decodable reading books are matched to the children's phonic phases through the use of Rhino Readers. We use both individual and guided reading to teach reading alongside phonics. We also use a blend of e-books and physical books.

Why learning to read is so important

- Reading is essential for all subject areas and improves life chances.
- Positive attitudes to reading and choosing to read have academic, social and emotional benefits for children.

Rhino Readers

Rhino Readers is the Twinkl reading scheme that follows the adventures of the same two characters from Twinkl Phonics, Kit and Sam, in a series of fully decodable reading scheme books that are fully aligned with the Twinkl Phonics scheme. Using Rhino Readers, children can apply their phonics learning to guided or home reading, using only the sounds and words that they have been taught. In order to apply their decoding and comprehension reading skills, it is important

that children have plenty of opportunities to read texts that are fully decodable at the phonics level they are working. Children should be reading take-home books at 90% fluency and should not be reading texts that are too easy or beyond their phonics level or understanding. Decodable texts should only contain the sounds and tricky (common exception) words that the children know, to allow them to read with fluency and confidence while applying their developing skills effectively. How children learn to read

- Phonics is the only route to decoding.
- Learning to say the phonic sounds.
- By blending phonic sounds to read words.
- Increasing the child's fluency in reading sounds, words and books. Reading

fully decodable books

- Children must read books consistent with their phonic knowledge.
- It is essential not to use other strategies to work out words (including guessing words, deducing meaning from pictures, grammar, context clues or whole word recognition).
- Books **must** be fully decodable and follow the Twinkl Rhino Readers scheme
- Children need to read books in a progressive sequence until they can decode unfamiliar words confidently.

The role of Parents' and Carers'

- Have a positive impact on their child's reading.
- Should model the importance of reading practice to develop fluency.
- Children take home books they have read at school to re-read at home to build fluency.

- There are two different types of books that pupils bring home: reading practice and books to share for pleasure.
- Reading at home encourages a love of books, along with developing vocabulary and discussion.
- Parents should use voices, expression, discuss unfamiliar vocabulary, talk about the pictures, and predict what might happen next.
- Give positive yet informative feedback **in the home reading diary at least 3 times a week.**

Children receive their Rhino Reader book on a Monday. This book is to be read for 5 days with a focus on increasing fluency.

- Monday read half the book decoding any unfamiliar words
- Tuesday read the other half of the book decoding any unfamiliar words
- Wednesday read the whole book
- Thursday read the whole book fluently

By the end of Year 2 children should be able to read fluently 100 words per minute

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home. There are two types of reading book that your child may bring home:

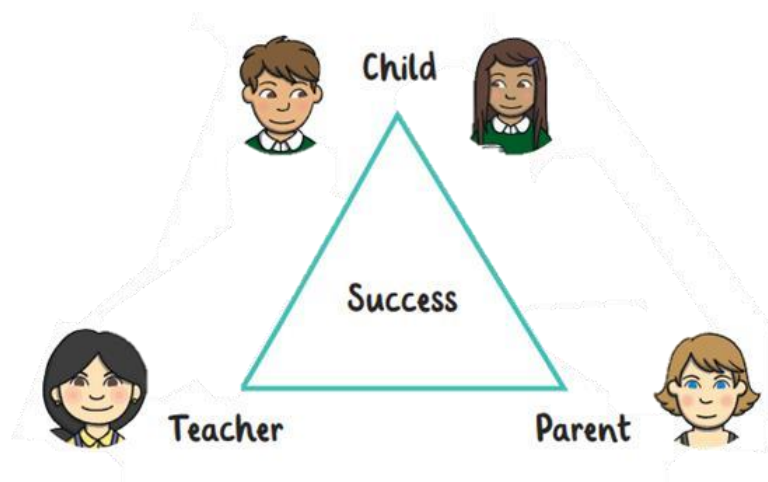
A reading practice book, this will be at the correct phonic stage for your child. If your child is reading it independently with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading.

A sharing book,

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Maximum learning is achieved when the child, teacher and parent are using the same phonics techniques and language in school and at home.

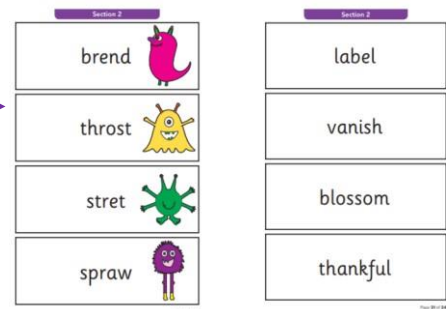


Phonics Assessment and Intervention

In Year 1, children will complete a phonics screening check. The phonics screening check is taken individually by all children in Year 1 in England, and is usually taken in June. It is designed to give teachers and parents information on how your child is progressing in phonics. It checks that your child can:

- Sound out and blend graphemes in order to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.

- Read a selection of nonsense words which are referred to as pseudo words



Keep-up lessons ensure every child learns to read

We use the Twinkl Phonics assessments, half termly, to identify any gaps in children's phonic knowledge and teach to these, at pace, using intervention resources. Any child who needs additional practice has 'keep-up support', taught by a phonics trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. These short, sharp lessons last 15-20 minutes and have been designed to ensure children quickly catch up to age-related expectations in reading.