



Ss Peter and Paul **Intent for Reading and Phonics**

Our Intentions:

At St Peter and Paul, we intend for our children to:

- Use early reading and phonics knowledge and skills to be able to decode words, read fluently and comprehend what they have read.
- Read at home regularly.
- Have opportunities to listen to stories.
- Develop a love of literature and an enjoyment of reading.
- Be enthusiastic and motivated readers.
- Confidently read and select from a range of books and text types.
- Use reading in all areas of the curriculum to aid learning and discovery.

Implementation

Our reading approach is guided by the National Curriculum and ensures that, from start to finish, children's learning is systematic and incremental. In EYFS and Key Stage 1, there is a greater emphasis on phonics, developing throughout Key Stage 2, ensuring a focus on reading fluency and comprehension of texts.

Throughout our school, our reading approach links closely with our Thematic curriculum. This guides our text choices and ensures that children are exposed to a wide variety of text types. We want our learners to have inquisitive minds, who will research, question and challenge using their transferable skills. This in turn enhances vocabulary learning and reinforces content learning in Theme. We want our children to know more and remember more, making connections in a vocabulary rich environment.

In early Key Stage 1, we use the Read Write Inc programme of phonics teaching which provides children with secure building blocks for reading which can then be applied and consolidated throughout the rest of the school. Within all daily phonics sessions, children can revisit previous learning, practise, and apply new skills in structured but engaging ways.

Across Key Stage 2, children receive weekly whole class reading lessons which focus on developing key reading skills (vocabulary, inference, prediction, explanation, retrieval, summarising). Children read a range of fiction and non-fiction texts (which will include a variety of extracts) which, where possible, link closely to termly themes.

To support children effectively we ensure that interventions are fluid and are led by both summative and formative assessments. Interventions are reviewed every half term to assess progress, celebrate achievement and adapt where necessary.



At Ss Peter and Paul, we work hard to develop a love of reading with our children. As well as regular opportunities to read independently and with an adult, children also have access to weekly library slots, end-of-day books, reading legends and additional reading events and activities.

Impact

We hope that, regardless of background, ability or additional needs, by the time children leave Ss Peter and Paul they will be enthusiastic and motivated readers that are confident and enjoy reading. They will be able to decode and read fluently from a range of text types and genres and will have a secure understanding of the texts that they choose. Importantly, all children will be inspired by literature and will read for pleasure.