Phonics and Reading

What We Teach in Phonics and Reading:

Our reading curriculum is built around clearly sequenced knowledge and skills that ensure all children make strong progress from their starting points and develop secure foundations in reading.

Substantive knowledge:

- Secure phonics knowledge and application of grapheme–phoneme correspondences
- A broad and rich vocabulary which is explicitly taught and revisited across the curriculum and is developed through exposure to high-quality texts
- Knowledge of a wide range of genres including fiction, poetry, plays and non-fiction
- Understanding of authorial intent, text structure and language choices

Disciplinary knowledge:

- Reading as a reader: constructing meaning, making inferences and engaging critically with texts
- Reading as a writer: analysing how authors craft language, structure and effect
- Developing comprehension through questioning, summarising, predicting and clarifying
- Using texts for research, including skimming, scanning and evaluating information

Fluency and language development:

- Developing accuracy, automaticity and prosody (expression, pacing and phrasing)
- Building spoken language through structured talk, discussion and oral rehearsal
- Strengthening comprehension through dialogic teaching and purposeful questioning

Progression and structure:

- In Early Years and Key Stage 1, children develop early reading through systematic phonics and language-rich experiences
- From Year 2 onwards, children build fluency, stamina and comprehension across increasingly complex texts
- The Essential Reading Assessment Statements ensure progression in word reading, fluency and comprehension, enabling children to know more, remember more and do more over time
- Older children who require further support continue to receive targeted phonics teaching alongside comprehension development

Reading culture:

- A carefully selected reading spine ensures all children experience high-quality, diverse texts
- Reading is embedded across the curriculum so that pupils apply their skills in a range of meaningful contexts

- A strong reading for pleasure culture is developed through daily reading opportunities, book talk and adult modelling
- Reading volunteers support regular reading practice, helping to build fluency and confidence

How We Teach Phonics and Reading:

Our teaching is rooted in evidence-informed practice and is designed to ensure that all children develop strong foundations in reading and are able to access the full curriculum.

Early reading and phonics:

-We use FFT Success for All Phonics, a systematic synthetic phonics programme delivered daily with fidelity and consistency across Early Years and Key Stage 1
-Teaching follows a carefully sequenced progression, enabling children to build secure phoneme–grapheme knowledge and apply this in reading and writing
-Books are closely matched to children's phonics knowledge to ensure successful early reading
-Targeted interventions, including Reading Quest and Lightning Squad, provide additional, structured support so that children keep up rather than catch up

Fluency development:

- We explicitly teach fluency through repeated reading, echo and choral reading, and careful teacher modelling
- Children are taught to read with accuracy, pace and expression, enabling cognitive focus on comprehension

Vocabulary and comprehension:

- Vocabulary is explicitly taught, pre-taught where appropriate and revisited across lessons to ensure depth of understanding
- Teachers model expert reading behaviours, making thinking visible through questioning, explanation and discussion
- Structured talk and partner discussion enable pupils to articulate their understanding and deepen comprehension

Key Stage 2 reading:

- Accelerated Reader supports children in selecting appropriately challenging texts, developing reading stamina and monitoring and assessing comprehension
- Our curriculum, which follows the principles of Ashley Booth's approach, structures the teaching of reading skills to ensure clear progression and depth
- Children read widely across subjects, applying their reading skills to access and understand the wider curriculum

Assessment and responsiveness:

- The FFT Reading Assessment Programme is used in EYFS, Year 1 and for children involved in interventions, and Accelerated Reader is used from Year 2 upwards, ensuring accurate identification of gaps
- Assessment is used diagnostically and formatively to inform teaching, ensuring that gaps are identified quickly and addressed with precision
- Teaching is adapted in response to assessment so that all pupils continue to make strong progress

Inclusion and adaptive teaching:
- A strong focus on 'keep up, not catch up' ensures early intervention and reduces gaps over time
- Teaching is adapted through scaffolding, pre-teaching, adapted texts, careful questioning and structured support to ensure all learners can access the curriculum
- Additional adults and interventions are deployed effectively to remove barriers and support independence, particularly for disadvantaged pupils and those with SEND

Developing a love of reading:
- Daily story time and high-quality shared reading experiences build engagement and enjoyment
- Teachers model reading for pleasure and promote a positive reading culture
- Links between reading and writing are strengthened through our Talk for Writing approach, where children read as both readers and writers

What Our Children Have Learnt in Reading and Phonics:

By the time children leave Bocking Primary School, they are confident, fluent and enthusiastic readers who can access the full curriculum.

- They read accurately and fluently, applying phonics, morphology and wider knowledge to decode unfamiliar words
- They read with increasing expression and understanding, demonstrating secure fluency
- They understand a wide range of texts and can discuss them with clarity, using evidence to justify their ideas
- They demonstrate strong comprehension skills, including inference, prediction, summarising and evaluation
- They articulate their thinking confidently through discussion and written responses
- They read widely and often, developing independence and a genuine love of reading
- They apply their reading skills across the curriculum, enabling them to learn effectively in all subjects

Children demonstrate their learning through discussion, written responses, quizzes and their engagement with texts. Progress is evident in their increasing fluency, depth of understanding and independence over time.

All children, including those who are disadvantaged or have additional needs, make strong progress from their starting points. Through our ambitious curriculum, targeted support and inclusive practice, we ensure that every child develops the knowledge, skills and confidence needed to thrive as a reader and succeed at the next stage of their education.