

Reading and Phonics Policy



Believe Enjoy Succeed Together
"I can do everything through God who gives me strength"
Philippians 4:13

Cronton CE Primary School

The KEYS Curriculum

Knowledge and skills

Empower

You to

Succeed

Keys To Success



Knowledge



Skills



Vocabulary

Reviewed by A.Durr 2025 26



KEYS Curriculum

Curriculum Intent

Our curriculum at Cronton CE Primary School has been designed to provide a bespoke, ambitious and engaging education that is tailored to our children, their learning and their futures. Every child is unique and valued. Children are at the centre of their learning journey: beginning as part of a class, whole school and local community, and developing into active citizens in modern Britain and the wider world.

Our KEYS curriculum develops each child through the understanding that **Knowledge and Skills Empower You to Succeed**.

We maintain a broad and balanced curriculum which, alongside English and Mathematics, provides children with rich experiences, strong subject knowledge and ambitious vocabulary that excite and engage. We foster attitudes and qualities that enable pupils to become confident, caring, respectful and responsible citizens. We provide spiritual, moral, social and cultural development through our curriculum, extracurricular clubs, visits, visitors and residential experiences. We use a wide variety of resources, specialist expertise and meaningful experiences to enrich learning.

Our curriculum is carefully sequenced so that children build securely on prior learning, gaining powerful knowledge and skills over time. We ensure all children receive high-quality teaching in every subject, with high expectations for all. We provide an inclusive education that equips pupils to become lifelong learners.

Our KEYS Curriculum

Our curriculum:

- Develops each child's **knowledge, skills and vocabulary**
- Is broad, balanced and progressively sequenced
- Is enriched by purposeful first-hand experiences and expert input
- Develops the values of **independence, perseverance, curiosity, teamwork and responsibility**
- Encourages all children to be the best they can be
- Promotes respect for others and responsibility in all aspects of life
- Deepens children's understanding of their local community, modern multicultural Britain and their role as future global citizens

Our Vision

*Everyone a reader
Everyone wants to read
Everyone can read*

Overall Intent

At Cronton CE Primary School, reading is a priority. Developing both the skill and the love of reading sits at the heart of our curriculum.

All pupils deserve a rich reading curriculum that promotes extensive reading of whole books, poetry and a wide range of high-quality texts. Reading is a core entitlement for every child, regardless of background or prior attainment, because reading underpins success across the curriculum and beyond.

Our intent is that all pupils become confident, fluent and enthusiastic readers who meet age-related expectations and can apply a range of reading strategies successfully.

We intend for all pupils to develop ambitious spoken and written vocabulary through regular exposure to high-quality texts across the curriculum.

Early Reading Intent

From the beginning of their time in school, we aim for children to:

- Apply the skill of blending phonemes to read words
- Segment words into phonemes in order to spell
- Understand that blending for reading and segmenting for spelling are reversible processes
- Read common exception words and high-frequency words



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- Read texts matched closely to their phonic knowledge as early as possible
- Decode accurately and fluently so that cognitive effort can focus on comprehension
- Develop confidence, enjoyment and independence as readers

Implementation

Nursery

In Nursery, children are immersed in language-rich experiences and develop early communication, listening and phonological awareness.

Children experience:

- Daily story reading, songs, rhymes and poetry
- Fiction and non-fiction texts
- Repeated exposure to high-quality traditional tales
- Tales Toolkit sessions to develop oral storytelling, vocabulary, imagination, sentence structure and confidence in creating and retelling stories
- Rich talk and vocabulary development
- Opportunities to retell stories and discuss texts

By the end of Nursery, children are expected to know a core range of traditional tales confidently.

Key Vocabulary

Children begin to understand and use vocabulary such as:

- title
- cover
- author
- illustrator
- story
- information
- fact

Phonological Awareness

Children develop listening and sound discrimination through:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending
- Oral segmenting

Teaching focuses on three strands:

- Tuning into sounds
- Listening and remembering sounds
- Talking about sounds

Practitioner interaction, modelling and language development are central to this provision.

Implementation of Phonics

Cronton CE Primary School teaches early reading through Read Write Inc. Phonics (RWI) with fidelity to the programme.

RWI is a systematic synthetic phonics programme which teaches children to read accurately and fluently, and to spell through secure phonic knowledge.

Children learn:

- The 44 sounds in the English language
- Grapheme-phoneme correspondences
- Oral blending and segmenting



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- Word reading fluency
- Spelling patterns
- Reading comprehension through fully decodable texts

Fidelity to the Programme

To ensure strong outcomes, we implement RWI consistently by:

- Delivering daily phonics lessons at pace
- Following agreed RWI lesson structures and routines
- Grouping pupils by reading stage, not age or class
- Reassessing pupils every half term (or sooner where needed)
- Matching pupils precisely to fully decodable books
- Using partner talk routinely
- Providing immediate intervention for pupils at risk of falling behind
- Ensuring staff receive regular coaching and development
- Maintaining high expectations for participation, behaviour and progress

Delivery

- RWI begins in Reception, with appropriate preparation in Nursery through language and sound work
- Daily phonics lessons are taught to all pupils on the programme
- Sessions are brisk, engaging and systematic
- Additional keep-up tutoring is provided for identified pupils
- The Reading Leader oversees grouping, assessment, coaching and quality assurance

Assessment

Children are assessed regularly using RWI assessments so that:

- Children are placed in the correct group
- Progress is tracked carefully
- Gaps are identified quickly
- Interventions are timely and effective

Progression Beyond Phonics

Children remain on the RWI programme until they can:

- Read accurately
- Read at sufficient speed and fluency
- Demonstrate secure comprehension of age-appropriate texts

Children then transition to the school's independent reading systems, including Accelerated Reader where appropriate.

Statutory Phonics Screening Check

Children take the Phonics Screening Check (PSC) in Year One in June. A meeting is held to explain the Phonics Screening Check to parents. Children who do not pass the Phonics Screening Check retake the following year in Year Two.

Expectations of Progress in Phonics Across Read Write Inc.

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.



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	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 5 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks Read 11 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read Set 1 Special Friends	Read Yellow Storybooks Read 17 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks Read 4 double consonants	Read Yellow Storybooks Read 22 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks Read all Set 3 sounds and additional graphemes.	Access RWI Comprehension and Spelling programmes

Pupils on the RWI Programme

Children take home:

- A fully decodable book matched to current phonic knowledge
- A book previously read in school to build fluency, confidence and expression

Books are changed regularly in line with programme expectations.

Parents are encouraged to hear children read at least five times each week.

Fluent Readers

Once children complete the phonics programme successfully, they move onto the school's independent reading system, including Accelerated Reader where appropriate.

Books are carefully matched to reading level while also promoting choice, breadth and enjoyment.

Children read regularly in school and at home.

Reading in School

Children read in school through:

- Phonics lessons
- Shared reading
- Whole-class reading
- Guided discussion
- Independent reading
- Reading across the wider curriculum
- 1:1 reading where appropriate

Teachers prioritise pupils who need extra practice.



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Comprehension

- Comprehension and vocabulary skills are developed through whole class reading of the genre books and Whole Class Shared reading lessons timetabled for every class.
- Through teacher modelling, class discussion, paired and individual work the children will develop their understanding of texts and comprehension skills which provide links to the Content Domains of the National Curriculum.
- KS1 learn more about comprehension through daily lessons designed to follow on from the RWI programme. KS2 have a discrete comprehension lesson once a week.

Content domain reference
1a draw on knowledge of vocabulary to understand texts
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c identify and explain the sequence of events in texts
1d make inferences from the text
1e predict what might happen on the basis of what has been read so far

KS2

Content domain reference
2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

Whole Class Shared Reading

In KS1 there is a weekly Whole Class Shared Reading Lesson.

Lower KS2 have a Whole Class Shared Reading (WCSR) lesson five times a week.

Upper KS2 have a Whole Class Shared Reading (WCSR) lesson three times a week.

This takes place for 30 minutes and follows an agreed lesson structure. See below.

The books for WCSR have been carefully planned to link in with the English genres studied in each class and link with the wider curriculum where appropriate. Books have been selected to ensure a diverse range of characters, authors and experiences are included. Please refer to the High Quality Text Overview.

<u>Key Principle</u>	<u>Notes</u>
Introduction to the Text	Introduction to the text – A key question to get the children engaged e.g. Y2 read an Anansai story where he is typically very sly and tricks his friend in to giving him free food. The question to engage the children was: Is it ever right to trick your family and friends? (Talk to Your Partner) Then give a quick explanation of the text they going to read.



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	Or if reading a longer text – a recap based on what has been read in the book so far with a key question based on the next part of the text they are going to read.
Vocabulary	Vocabulary – Give the children some key unfamiliar words and their definition. Give them a chance to say them out loud. Read the sentence with the word in from the text. (May have these ready on a small sheet to stick into books)
I Read It - Teacher	The teacher reading aloud and modelling pace, expression and intonation – modelling fluency.
We Read It – Whole Class	Children read together as a class.
You Read It – Children read individually or with partners.	Children will read either individually or in partners – Partner 1/Partner 2. Teacher will go round and focus on spotlight children – give prompts/help etc.)
Modelling	The teacher’s modelling and explanations designed to help children deepen their thinking and understanding of the text.
Questioning	Two or three questions around the text that enables children to show their understanding and thinking.

Reading into Writing

Reading is a major focus of our English curriculum. Children will be exposed to carefully selected high quality texts through the ‘Immerse’ and ‘Analyse’ series of the genre-based lessons. This forms the start of the reading into writing approach using the Ready, Steady Write plans.

Reading for Pleasure

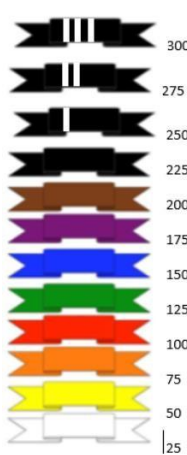
At Cronton, our aim is that every child becomes a lifelong reader. The National Literacy Trust has noted that becoming a lifelong reader is based on developing a deep love of reading. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). As well as this, reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002)

- Every classroom has a class library with a variety of texts including fiction, non-fiction, texts from different cultures and poetry.
- Every class has a daily timetabled story time where a variety of nursery rhymes are sung or poems, fiction and non-fiction books are read to the children as appropriate for their age. Where the class is studying an author – other books by that author may be read in the daily timetabled story times or if the class is studying a novel, that may also be continued in this time. Studies show that children who are read to aloud are more likely to do better in school both academically and socially. Effective reading aloud time is about creating a positive reading experience to engage pupils, so teachers model their enthusiasm for books and reading them. Teachers interact with the pupils during this reading time, sharing thoughts, putting on voices and using actions and asking questions to improve comprehension.
- Every child visits the school library once a week to select a book of their choice to take home on loan.
- Every class has a Top Ten Read Collection which children choose to take home on loan and share with their parents or read for themselves.
- Children are able to bring in their own books from home to share that they particularly like. Children in EYFS may vote for a preferred story to have at the end of the day.



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- Focus Days such as World Book Day and international celebrations such as Chinese New Year or Dwali are celebrated in school and include traditional tales from those celebrations as part of the learning.



Reading Challenge

Cronton C of E Primary School are continuing to run the Reading Ninja Challenge. The children will be rewarded with 'Reading Belts' in the form of a certificate. To gain a belt they will need to read 25 times. For a 'read' to count towards a band your child needs to share a book with an adult for at least 10-15 minutes. This could be their school reading book, library book, book from home or a comic.

An adult must sign their reading record book and only one read per day counts (so there is a maximum of seven reads per week). Older, confident readers may read to themselves but must still have their reading record signed by an adult. We recommend a period of a minimum of 15 minutes (less for younger children) for a signature in their reading record.

Class teachers will ask for your child's reading record every week to total and record the number of reads for each child. As they gain more signatures, they will progress through the coloured belts. We hope that this will be an exciting way of encouraging the children to read

at home every day.

Inclusion

We are committed to ensuring every child becomes a reader.

Support may include:

- Same-day phonics catch-up
- Precision teaching
- Additional fluency practice
- 1:1 reading
- SEND adaptations
- Carefully matched texts
- Adult scaffolding
- Close assessment and monitoring

No child is left behind.

Monitoring and Quality Assurance

Reading is monitored through:

- Lesson observations
- Coaching and staff development
- Assessment analysis
- Pupil voice
- Book scrutiny
- Reading data reviews
- Governor monitoring
- Learning and Environment walks

The Reading Leader reports priorities and impact to senior leaders and governors.

Impact

The impact of our reading curriculum is that:

- A strong culture of reading is evident across the school
- Children learn to read quickly and successfully
- Pupils read fluently, accurately and with understanding
- Outcomes in reading are strong across key stages
- Children speak confidently about books and authors
- Pupils demonstrate wide vocabulary knowledge



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- Children read widely and often
- Reading supports success across the wider curriculum
- Pupils leave Cronton as confident, enthusiastic and capable readers