

Subject Overview – 2022/23 – Layton Primary School

At Layton, we believe that learning takes place over time, resulting in a change in long term memory from Unconsciously incompetent to Unconsciously competent, and involves forgetting, revising, consolidating, extending and applying knowledge in a variety of contexts. To do this, children need to think deeply and critically about subject matter and engage with difficult concepts. Learning is, and should be, hard.

Impact

Children will be making progress from Reception baseline to the Y1 phonics screening check

Children to become fluent readers by the end of Y2

Implementation

Precision teaching for those children that fall behind

Cued articulation to support children with their understanding how sounds are formed

Intent

Reading (Learning to Read)



- Bespoke phonics curriculum - Layton Letters and Sounds
- All that is essential to teach SSP to children in Foundation, Year 1 and 2 and beyond if required.
- Sufficient support for children in Foundation and Key Stage 1 to become fluent readers.
- A structured, systematic approach for most children to meet or exceed the expected standard in the year one phonics screening check
- All national curriculum expectations to be taught for word reading through decoding by the end of KS1
- A rigorous curriculum that recognises if a child is not progressing through the phonics program, alternative provision is made to suit the specific needs of the individual.
- To create fluent readers within a culture of reading for pleasure
- Provide children with necessary life-long skills to ensure that they can read confidently with a secure understanding.
- Build a community of engaged readers.
- Foster a love of reading by listening to and interacting with a variety of literature; non-fiction, fiction and poetry

A clear teaching sequence ensures that there is a consistent approach to teaching and learning in phonics throughout KS1

The knowledge of print is taught when modelling reading in whole-class session, guided reading, sharing a book for pleasure and within a print rich environment.

Automatic and effortless reading of all words - decodable and tricky - is the ultimate goal

A clear progression of learning phonemes and common exception words

A clear program of continuous professional development ensures high levels of expertise in the quality first teaching of phonics and early reading

Children can silently use independent phonic knowledge to read words which are unfamiliar

For children to confidently be able to read aloud with fluency

Equality of opportunity for all and EAL children learning to read

Monitoring and review of the delivery of the synthetic systematic phonic program.

Children who do not pass the Y1 Phonics screening by the end of Y1 will continue to receive targeted precision teaching in order to pass by the end of Y3