



## **Reading and Phonics at Chambersbury**

### **Intent**

At Chambersbury Primary School, we believe that reading is fundamental to pupils' success across the curriculum and in life beyond school. Our intent is to develop fluent, confident and enthusiastic readers who read both for purpose and for pleasure, equipping them with the knowledge, skills and cultural capital needed to thrive in an ever-changing world and to become thoughtful, informed change-makers.

We aim to foster a lifelong love of reading. Through carefully selected, high-quality and diverse texts, pupils are able to see themselves reflected in what they read, while also exploring perspectives beyond their own experiences.

### **Implementation**

#### **Early Reading and Phonics**

Early reading is taught through the systematic teaching of phonics using the Essential Letters and Sounds (ELS) programme. Phonics lessons take place daily and follow a clear, progressive sequence. Pupils are given regular opportunities to practise blending and segmenting so that decoding becomes increasingly secure and automatic. Reading books from the ELS scheme are closely matched to pupils' current phonic knowledge, ensuring that they can apply what they have learned with confidence.

Assessment takes place through regular ALF and Phonics Tracker is used half-terminally to assess the phases pupils are working within. This enables teachers to identify gaps promptly and provide targeted support so that all pupils can keep up and move forward with their peers.

#### **Guided Reading**

Pupils take part in regular guided reading sessions. In Key Stage 1, this is delivered through carefully planned group work so that each pupil reads a text closely matched to their current level of attainment. During these sessions, teachers model fluent reading and support pupils in developing pace, expression and phrasing, alongside their comprehension skills.

In Key Stage 2, guided reading further develops pupils' fluency, accuracy and understanding. Pupils are taught to use a range of comprehension strategies, including retrieval, inference, prediction and summarising. They also explore vocabulary and authorial intent, explaining how language and structure contribute to meaning. Through structured discussion and questioning, pupils are encouraged to

justify their ideas with evidence from the text. Ongoing assessment ensures that teaching remains closely matched to pupils' needs, and Accelerated Reader is used to support and monitor independent reading.

### **Whole class reading**

Daily whole class reading sessions provide opportunities for adults to read aloud, modelling fluent and expressive reading. These sessions expose pupils to high-quality texts that they may not yet be able to access independently, broadening their vocabulary and deepening their understanding of language.

### **Reading for pleasure**

Reading for pleasure is central to our approach. Classrooms are equipped with a wide range of engaging and diverse texts. Pupils are encouraged to read regularly at home, with families playing an important role in developing positive reading habits.

Throughout the year, pupils take part in events such as World Book Day, and older pupils regularly read with younger children during house group assemblies, fostering a shared culture of reading across the school.

### **Impact**

At Chambersbury Primary School, the impact of our reading curriculum is that pupils become fluent, confident and reflective readers who are well prepared for the next stage of their education. They develop secure word recognition alongside strong language comprehension, enabling them to access the full curriculum. Pupils leave with a love of reading and the ability to engage critically with texts, preparing them to contribute thoughtfully to the world around them.