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**Marlborough School’s Intent, Implementation and Impact of the Early Reading and Phonics**

**Intent**

At Marlborough, we prioritise the teaching of reading which results in our pupils leaving school with a life-long love of reading. In the infants, small group reading sessions allow children to practise their comprehension skills and develop their expressive reading style. In the juniors, whole class reading sessions based around a high-quality text creates a space for meaningful discussion and refining of inference skills. Systematic teaching of phonics in the early years ensures children thrive both academically and personally through being able to decode and blend with increasing automaticity enabling them to become submerged in the text. Fostering a love of reading through reading for pleasure enables children to understand the purpose of reading and develop their own reading habits and text preferences.

The teaching of early reading at Marlborough is both a comprehensive and consistent approach to support children in being successful readers. Children are taught the skills to recognise sounds, decode and blend during their phonics sessions and are able to apply these skills in a different context of a small group shared reading sessions with an emphasis on developing comprehension skills. We follow the government recommended letters and sounds programme to structure the teaching of phonics. Staff have developed their expertise in teaching phonics through recent DfE training, attending early years briefings and sharing best practise.

In addition to their daily phonics session, reception children share 5 books a day to foster an interest in language and love of reading. All classes share a class text daily which supports their comprehension skills and develops reading for pleasure through a shared class experience.

We have recently worked with the Kernow English Hub to secure match funding to purchase a selection of Oxford University Press reading books. Children use these books as home readers and during guided sessions. The books are organised by phonic phases and are all phonically decodable.

To further support and nurture a love of books and reading, English learning is taught through high-quality texts from our reading spine which supports a purpose and context for their learning.

**Implementation**

We have created our own Marlborough Reading Spine containing high-quality texts to support the progressive development of reading through language and content choices throughout the school. Children will be exposed to these texts either through an author study, topic led learning or through enjoyment from the class satellite library either independently or shared as a class.

Children receive systematic phonics teaching following the letters and sounds programme which is based on regular phonic assessments to support their phase of learning. Home school reading books are matched to each child’s current phases of phonic learning.

Each class has a weekly timetabled session in the school library, ‘The Burrow’, to use the resources to support class research and develop their own reading interests. The space is open during break and lunch times for children to enjoy quiet reading and is monitored by the junior librarians.

We hold a gold membership with the Education Library service which enables us to refresh our stock of books both in ‘The Burrow’ and in class satellite libraries. Children from each class are given the opportunity to visit the travelling library van and select books for their class to enjoy.

Parents are actively included in the school’s reading passion and prioritisation through early reading and phonics open evenings, book sharing with their children and opportunities to enjoy the new school library, ‘The Burrow.’

**Impact**

A thorough implementation of the reading programme of study will have the following impact for the children of Marlborough School:

* Children are confident readers who develop their own reading interests and habits
* Teacher’s promote their own love of reading through sharing high quality texts which embeds the reading culture at Marlborough
* Children are given opportunities to use the school library ‘The Burrow’ to increase the genre and range of books read
* Each class enjoys the journey of sharing a class text which promotes rich discussion and a sense of anticipation in readiness for the next shared reading time.
* Parents share their enthusiasm for reading with their children and are actively involved in the school reading community through reading volunteers and engagement with reading events such as the book fair.