



St George's CE Primary School

Reading and Phonics Curriculum Statement 2025

Vision and Ethos

At St George's CE Primary School, our vision—"Living life in all its fullness" (John 10:10)—underpins everything we do. Rooted in our Christian values of compassion, love, truthfulness, thankfulness, forgiveness, and hope, we aim to nurture curious, resilient, and confident learners who flourish academically, socially, and spiritually. We want every child to experience joy in learning, develop a strong sense of self, and contribute positively to our community and God's world.

Intent

At St George's C of E Primary School we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following:

- In Year 1 children take part in daily group guided reading lessons and in Years 2 to 6 children take part in whole class reading sessions (at least 4 / week). The children are exposed to a range of different texts and reading content domain skills.
- We are very lucky to have a wide range of reading books in our school. All children from Nursery to Year 6 receive two reading books to take home which can be changed weekly. Childrens' reading books are closely matched to their phonic or reading ability. From lime band upwards, children take home one longer book.
- Children also have a reading book for enjoyment which will promote a love for reading. They are able to choose this from the newly established Library.
- Each classroom has a selection of books which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to regularly by their class teacher. This could be a book that the teacher recommends to the class, a book linked to the class author or a recommendation from a child.
- Each class has a termly class author and the children are exposed to books written by this author in the classroom reading area.
- Children in Year 5/ 2 have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together.
- Children who are not yet 'free readers', will work through our school reading scheme – these are levelled books which match the children's current reading age. We expect family at home to read these books with their child daily and make comments in their child's reading record.
- Children who are 'free readers' are able to choose books from 2 challenging text phases.

By the time children leave St George's they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Reading for enjoyment is taking a high priority in school.

There are multiple displays to encourage reading throughout school.

For phonic teaching, we use the Supersonic Phonic Friends scheme . As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and



challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

Implementation

To deliver this intent, we:

- Provide a well-sequenced curriculum underpinned by progression maps and subject leadership monitoring.
- Ensure reading is at the heart of learning through Supersonic Phonic Friends, whole-class reading, class novels and a language-rich environment that promotes vocabulary and a love of books.
- Deliver high-quality teaching and adaptive practice, supported by Embedding Formative Assessment strategies, collaborative CPD and precise interventions for SEND and disadvantaged pupils.
- Provide inclusive, calm learning environments, ensuring all children, including those with SEND, thrive through effective deployment of staff, guidance from our SENCo, and partnership with external specialists.
- Encourage pupil voice and independence through enquiry, discussion, and leadership opportunities across the curriculum.
- Enrich the curriculum through educational visits, visitors, clubs, theme weeks, arts and culture projects, and outdoor learning experiences.
- Children who did not pass their phonics screening test in Year 1 or Year 2 receive phonics intervention in KS2.
- At the beginning of the year the children's reading age is assessed through the Salford reading assessment.
- Books in the reading scheme are changed regularly and the end of Year 5 the majority of children are expected to have moved on from the scheme and choose books from the 'free reader' sections.
- Children receive rainbow heart awards if their parent has signed their diary stating that they have read at least 3 times at home.
- Children are assessed termly using NTS or past SATs assessments.

Impact

We measure the impact of our curriculum through:

- Rigorous monitoring of teaching, learning, and assessment by subject leaders and SLT.
- Clear evidence of pupils knowing more, remembering more and applying their learning across contexts.
- Pupil outcomes that meet or exceed national expectations and show sustained progress for all groups.
- Confident, articulate learners who demonstrate Christian and British values in their relationships and choices.
- Positive feedback from pupil and parent surveys evidencing enjoyment, engagement, and pride in achievement.

Pupils enjoy opportunities to read for pleasure, share class novels, choose books from class libraries or library loans and earn rewards for reading widely.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

Our children leave St George's equipped with strong foundations in knowledge, skills, and character—ready to embrace

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secondary education and live life in all its fullness in 21st Century Britain.

Our Pedagogy

We believe children learn best when teaching:

- Excites curiosity and sustains engagement.
- Builds on prior knowledge and connects ideas across subjects.
- Encourages reflection, reasoning, and creativity.
- Fosters independence and self-regulation through effective feedback and dialogue.

Our teaching model reflects current research and professional learning, including EEF evidence-informed practice and NPQ-aligned leadership development.

Well-Being and Character

Well-being and character education are interwoven through our curriculum. Guided by the Five Ways to Well-Being, our pupils learn to:

- Look after their mental and physical health.
- Build positive relationships and empathy.
- Show thankfulness and service to others.
- Reflect on faith, purpose, and the wonder of creation.

Through collective worship, PSHE, and our Living Our Values programme, children grow spiritually and morally while understanding life in modern Britain.