

# Chester Park Federation Curriculum Statement: English - Reading and Phonics



## Intent



The aim of the Chester Park English curriculum is to develop confident speakers, attentive listeners, engaged readers, and thoughtful writers. Our curriculum promotes a positive approach to learning and draws on a diverse range of high-quality texts that reflect the backgrounds and experiences of our school community.

At Chester Park, phonics is taught through a consistent approach based on a recognised Systematic Synthetic Phonics (SSP) programme. Our intention is to ensure that all children secure the phonics knowledge and skills needed to read and write with confidence and fluency.

In reading, we aim to foster a love of books and a lifelong engagement with literature. Carefully matched, phonetically decodable texts support the development of early reading skills. Early reading sessions focus on building decoding and sight recognition, alongside developing prosody and comprehension. As children progress, they are exposed to a range of high-quality texts that engage and challenge them, supporting deeper understanding and critical thinking. Children work towards a variety of meaningful outcomes in writing, and where possible, English lessons are linked to wider curriculum topics. This enables pupils to make purposeful connections across their learning and apply their skills in meaningful contexts.

## Implementation

The purpose and enjoyment of reading are prioritised within classroom practice from the earliest years. In Early Years, high-quality learning environments and meaningful oracy opportunities are used to support the development of early reading skills. Carefully selected picture books are chosen to reflect pupils' lived experiences while also introducing them to new ideas and perspectives. This approach fosters curiosity, enthusiasm, and a lifelong engagement with reading.

High-quality phonics teaching forms the foundation of early reading at Chester Park. Chester Park has fidelity to a single Systematic Synthetic Phonics programme, *Little Wandle*. Phonics teaching is closely linked with word comprehension and is supported through a structured approach to reading, focusing on decoding, prosody, and comprehension. Where pupils require further support with decoding, targeted phonics interventions are implemented to address gaps in learning.

Group reading begins in Reception, providing a supportive and inclusive environment where all pupils can develop confidence and enjoyment in reading. Whole-class reading is taught from Year 2 to Year 6. Within these sessions, reading skills are explicitly taught over a sequence of lessons, incorporating both written and oral comprehension, as well as the development of scanning and inference skills. Learning is further consolidated through pupils' personal reading books, which are carefully matched to the phonemes they are learning. Once children are secure in decoding and no longer rely on phonics as their primary strategy, ongoing assessment is used to ensure that reading books are closely matched to their developing fluency and comprehension skills.

## Impact

Children develop a love of reading and are actively engaged in using reading to support and enhance their learning across the wider curriculum.

Pupils achieve the expected standard in the Year 1 Phonics Screening Check, demonstrating secure early decoding skills. By the end of Key Stage 1, pupils are confident readers who are working at age-related expectations.

At the end of Key Stage 2, pupils achieve age-related expectations in both teacher assessments and the statutory reading assessments. They demonstrate fluency, comprehension, and the ability to engage critically with a range of texts.

Where pupils do not meet these attainment benchmarks, timely adaptations—not reductions—are made to the curriculum. Carefully selected texts and targeted interventions ensure that all pupils are supported to make strong progress from their individual starting points.

