

Intent:

Reading Intent (the What) and Implementation (the How):

Leaders in our school prioritise the teaching of reading: word reading and reading comprehension. Reading is identified as a key priority on our Academy Improvement Plan. Leaders monitor the provision of reading through learning walks in Literacy and Phonics sessions, book looks of reading work, plan scans of reading provision and analysis of reading data. The impact of this provision is monitored through the analysis of Pira and teacher assessment end of year cohort data as well as Phonics Screening Check and end of KS1 and 2 Reading results. Individual pupil progress is monitored and analysed throughout the year (through on-going assessments).

- **We build a skilled team who can teach phonics:**

Every member of our staff delivering phonics has accessed recent in house training by our Phonics Lead. All staff will also be trained in Little Wandle teaching and have access to ongoing CPD. This training has provided support and understanding in how to teach and develop phonics through specified phonics sessions as well as personalised reading intervention time.

Implementation Reception and KS1:

Early Reading (Word reading):

To ensure that every child in our school will learn to read we ensure we:

- **Use one synthetic phonics programme from YR to Y2:**

We use Little Wandle Letters and Sounds teaching progression and resources to teach grapho-phoneme correspondence (high frequency words, common exception words and tricky words). The teaching sequence follows the Little Wandle Letters and Sounds 'Reviews, Teach, Practise, Apply' sequence but have adapted the specific segments to meet the needs of our children. We show fidelity to our scheme and do not use resources from other schemes.

From the third week of starting school children in EYFS begin letter sound correspondence.

The following is a breakdown of where we expect children to be in relation to their phonological development through EYFS and Year 1:

Letters and Sounds:

EYFS:

- End of Autumn Term: Completed Phase 2
- End of Spring Term: Completed Phase 3
- End of Summer Term: Completed Phase 4

Year 1:

- End of Autumn Term: Phase 3 and 4 recapped Phase 5 begun
- November: Expected Score on Phonics Screening Check of 19/40
- February: Expected Score on Phonics Screening Check of 25/40
- End of Spring Term: Next section of Phase 5 completed
- April: Expected Score on Phonics Screening Check of 35/40
- End of Summer Term: all of Phase 5 completed

(for phase 5 breakdown see phonics progression document)

Year 2:

- Phase 5 recapped
- Children to have moved onto National Curriculum spelling teaching

Reading books in EYFS and KS1 are closely match our phonics programme. Children are taught specific phonemes / graphemes and then have access to the equivalent books that reinforce the phonics that have been explicitly taught. They also have access to a specific band of books that they can choose from to take home. These books have been carefully banded to support and reinforce the phonics taught and children are guided to the appropriate ones for their stage of the phonics/reading progression in order to best support them in practising their new knowledge.

Children take these reading books home on a daily basis. The system in place for changing books is adult supported with a view to children taking ownership over appropriate book choices. We encourage parents to hear their child read at home to word reading knowledge as well as fluency and comprehension. Our expectation is that children read at home at least five times per week. We expect children to read a book at home 3 times: once for the purpose of decoding and knowledge of the words, a second time to build fluency and a third time to show understanding of the text.

Reading records are used by parents to show a log of reading and also a way of communicating with staff about reading. Teachers and teaching assistants also record within the reading record to communicate reading within school. The teacher/teaching assistant monitors these reading records in order to ensure children are reading at home and also to gain information about other books that children may have access to at home.

- **We make time to teach phonics:**

Children in EYFS and Year 1 have a daily phonics session lasting for 20 minutes. The structure of each session is as follows:

- **Review** – prior knowledge
- **Teach** – new phoneme
- **Practice** – repeated exposure to the new phoneme
- **Apply** – eg words in sentences, pseudo words

Within KS1 children are taught phonics in 'whole class' groups as we teach with the aspiration **to 'keep up not catch up'**. Children are taught the progressively relevant knowledge. Any children who are not secure with this knowledge are exposed to 'pre teach' or 'intervention' sessions in order to 'keep up'. Regular team meetings allow discussions regarding groupings and for changes to be made instantly

when applicable. Teaching groups are decided based on assessment and teacher AFL. Teacher's may feel break off groups are necessary within classes. These groups are regularly reviewed.

If children are not reaching these expectations and keeping up with the pace of our phonics programme we intervene quickly by giving extra support. We give 'keep up' support provided by staff through 1:1 or group regular reading opportunities, blending support or pre-teach/review sessions. The content of these sessions is determined by on-going gap analysis and our in depth knowledge of each child. These sessions are additional to our daily phonics sessions.

Reading Comprehension (and Responding to Texts):

Reading Teaching Sequence / Model:

EYFS

- **Daily phonics**

The children take part in whole class daily phonics lessons. This learning is shared with parents at home using Tapestry and the use of phoneme fans, so that the focus sounds and skills for the week can be rehearsed at home.

- **Structured story time sessions**

Stories are shared and enjoyed as a whole class and informally in small groups to promote a 'Love of Reading'. These sessions are planned for, with books selected carefully, and key vocabulary identified. These story time sessions will also give opportunities to develop early comprehension of texts through questioning and discussion.

- **Continuous Provision**

Within the continuous provision, opportunities for reading and sharing of a range of books are planned for to develop 'Love of Books'. Words and sentences linked to the phonic development and level of the children are also part of enhancement of continuous provision. A Reading Area is always provided, inside and outside, which is enhanced with a variety of books linked to topics and the interests of the children as well as some games and activities linked to their phonic development.

- **Individual reading**

Children read 1:1 with an adult in school at least once a week. At the beginning of the year, the adult focus will be on developing language skills and questioning/comprehension using picture books. The children will then have word books linked to the sounds they are learning in phonics,

when sharing these books, the adult focus will be on phoneme grapheme correspondence, and supporting early blending skills, and tricky word recognition.

- **Weekly Reading Eggs**

Children access Reading Eggs on a weekly basis at Level 1. This helps children revise the sounds and names of single phonemes, develop first sight words and the skills to read cv and cvc words.

KS1 – Year one

- **Whole Class Reading**

Children hear, share and discuss a range of high quality texts through our whole class Literacy teaching, both in terms of fiction and non-fiction.

Explicit teaching of reading comprehension takes place as part of the Literacy teaching sequence five times per week with one day being a whole class reading session.

We ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

- *Vocabulary (and grammar – linguistic knowledge)*
- *Prediction*
- *Retrieval*
- *Sequencing*

The level of challenge increases throughout the year groups through the complexity of texts being read.

Vocabulary is developed by the following strategies: a range of genres, a variety of authors with varying styles and structures, specific vocabulary teaching, application of new and adventurous vocabulary across different lessons, vocabulary tasks within the Book Talk carousel of activities (teacher led).

It is recognised that reading comprehension relies heavily on knowledge. Our broad curriculum aides reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring such knowledge to their reading.

- **Guided Reading (Book Talk):**

In addition to whole class teaching of reading, guided reading ('Book Talk') takes place three times per week for twenty minutes per session. Children are grouped based on phonetic understanding and comprehension skills needs and texts are selected carefully to ensure match of challenge to need. Domains taught in the whole class sessions are reinforced in the guided group sessions.

- Group one – Reading with a teaching assistant to develop and extend phonics and word reading (first read of the new group reading text)
- Group two – Teacher led verbal comprehension discussion reinforcing whole class reading VIPER focus (second session on the group reading text)
- Group three – Reading eggs to support personalised phonics journey

Session five of the reading teaching sequence is dedicated to developing the love of reading where the children can choose books from the library and then sit and read in a comfortable and relaxed environment.

- **Reading Interventions:**

Reading interventions focus on:

- Word reading for children who are struggling to decode (1:1 reading sessions);

And / or

- Reading comprehension for those children who can decode appropriately but do not understand what they are reading (small group focus).

All interventions are rigorous and systematic with the intention that these children catch up rapidly with their peers based on good knowledge of the children's understanding and a clear personalised approach to 'closing the gap.'

- **Developing the Love of Reading**

The following strategies are used to encourage reading and to develop the love of reading in our school:

- Story Time: Story time takes place regularly in KS1 and books are selected based on topics and interests of the children in the class.
- As part of our Book Talk session carousel we dedicate one session from the five day cycle to reading for pleasure – the children can choose books from the library or home to enjoy during this session
- School Library: The children use the library regularly and are encouraged to read widely across both fiction and non-fiction.
- Reading Corners are evident around the school. Sometimes these are within classes and sometimes within break out areas. The children are encouraged to change the theme of books within the book corners and to use these environments throughout the week.
- The Reading Environment has been developed to include interactive displays for the children to learn and enjoy. There are book recommendations for the children to consider choosing which also supports in the extension and breadth of books read.
- Parent reading once per half term
- Shared reading across key stages once per half term

KS1 – Year two

- **Whole Class Reading**

Children hear, share and discuss a range of high quality texts through our whole class Literacy teaching, both in terms of fiction and non-fiction.

Explicit teaching of reading comprehension takes place as part of the Class Book session which takes place 3 times per week. Texts are selected to meet the needs of the children at the time. Teachers use ongoing AFL to select and plan for sessions which ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

- *Vocabulary (and grammar – linguistic knowledge)*

- *Inference*
- *Prediction*
- *Explanation*
- *Retrieval*
- *Summarising (verbal) and Sequencing*

The level of challenge increases throughout the year groups through the complexity of texts being read.

Vocabulary is developed by the following strategies: a range of genres, a variety of authors with varying styles and structures, specific vocabulary teaching, application of new and adventurous vocabulary across different lessons, vocabulary tasks within the Book Talk carousel of activities (teacher led and independent).

It is recognised that reading comprehension relies heavily on knowledge. Our broad curriculum aides reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring such knowledge to their reading.

- **Guided Reading (Book Talk):**

In addition to whole class teaching of reading, guided reading ('Book Talk') takes place five times per week for twenty minutes per session. Children are grouped based on phonetic/word level understanding and comprehension skills needs and texts are selected carefully to ensure match of challenge to need. Domains taught in the whole class sessions are reinforced in the guided group sessions.

- Session 1 – Pre teach session. Children are exposed to the vocabulary, word level or phonics knowledge they need to tackle their book. At a higher level, children may be exposed to a 'prediction' type activity where they discuss what the book may be about based on the front cover and title.
- Session 2 - Reading with a teaching assistant to develop and extend phonics and word reading and vocabulary (phonics recap, word level practise, first read of the new group reading text)
- Session 3 – independent read – children read the text for a second time with a partner. They read to develop fluency and support one another's accuracy (second session on the group reading text).
- Session 4 – Teacher led verbal comprehension discussion reinforcing whole class reading VIPER focus (third session on the group reading text)
- Session 5 – Love Reading – children have access to a selection of texts and read in pairs or groups. These may be ones related to their most recent group reading book, an author they have taken an interest in, a theme from elsewhere in the curriculum or a selection of 'familiar texts' from previous book talk sessions.

*From January until May, in year 2, the children will be exposed to different style SATs questions to support them in preparing for their end of key stage assessments and therefore may spend some weeks focussing on comprehension as a class rather than individual 'book talk' groups.

- **Accelerated reader:**

Children in Year Two access Accelerated Reader when they can read and comprehend an age-appropriate text. The development of reading is tailored to the children's specific needs through the Accelerated Reader program. The children take 3 star test assessments throughout the year and – when appropriate - are given a reading book range to choose from. They then quiz after each reading book to assess their comprehension of the text. Children are encouraged to choose a range of genres and a variety of authors to fully extend their vocabulary and text structures and styles.

- **Reading Interventions:**

Reading interventions focus on:

- Word reading for children who are struggling to decode (1:1 reading sessions);
- Sight reading recognition

And / or

- Reading comprehension for those children who can decode appropriately but do not understand what they are reading (small group focus).

All interventions are rigorous and systematic with the intention that these children catch up rapidly with their peers based on good knowledge of the children's understanding and a clear personalised approach to 'closing the gap.'

- **Developing the Love of Reading**

The following strategies are used to encourage reading and to develop the love of reading in our academy:

- Story Time: Story time takes place regularly in KS1 and books are selected based on topics and interests of the children in the class.
- School Library: The children use the library regularly and are encouraged to read widely across both fiction and non-fiction during topic sessions.
- Reading Corners are evident around the school. Sometimes these are within classes and sometimes within break out areas. The children are encouraged to change the theme of books within the book corners and to use these environments throughout the week.
- The Reading Environment has been developed to include interactive displays for the children to learn and enjoy. There are book recommendations for the children to consider choosing which also supports in the extension and breadth of books read.
- Parent reading once per half term
- Shared reading across key stages once per half term

Impact Reception and KS1:

Early Reading Impact:

By the end of Year 2 we expect our children to be skilled at word reading to ensure pupils can:

- Read accurately most words of two or three syllables
- Read most words containing common suffixes
- Read most common exception words
- Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words (age appropriate books)
- Sound out most unfamiliar words accurately without undue hesitation (age appropriate books)

In a book that they can already read fluently, the pupil can:

- Check it makes sense to them correcting any inaccurate reading
- Answer questions and make some inferences
- Explain what has happened so far in what they have read

Decoding fluently and accurately by the end of Year 2 means that no further direct teaching of word reading skills (with the exception of vocabulary development) should be needed for the majority of children at our school.

Implementation KS2:

Reading Comprehension (and Responding to Texts):

- **Whole Class Reading**

Children hear, share and discuss a range of high quality texts through our whole class Literacy teaching, both in terms of fiction and non-fiction. Genres are mapped out across Key Stage 1 and 2 to ensure progression and breadth of coverage and classes use a book spine to ensure challenge is appropriate for all year groups.

Explicit teaching of reading comprehension takes place as part of the Literacy teaching sequence - nine times per fortnight with three days being a whole class reading session.

We ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

- *Vocabulary (and grammar – linguistic knowledge)*
- *Inference*
- *Prediction*
- *Explanation*
- *Retrieval*

- *Summarising and Sequencing*

The level of challenge increases throughout the year groups through the complexity of texts being read.

Vocabulary is developed by the following strategies: a range of genres, a variety of authors with varying styles and structures, specific vocabulary teaching, application of new and adventurous vocabulary across different lessons, vocabulary tasks within the Book Talk carousel of activities. We always begin a unit with a shared reading vocabulary focussed lesson.

It is recognised that reading comprehension relies heavily on knowledge. Our broad curriculum aides reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring such knowledge to their reading.

- **Guided Reading (Book Talk):**

In addition to whole class teaching of reading, guided reading ('Book Talk') takes place four times per nine days for twenty-five minutes per session. Children are grouped based on needs and texts are selected carefully to ensure match of challenge to need. Domains taught in the whole class sessions are reinforced in the guided group sessions.

Group one – Teacher led verbal comprehension discussion linked to the whole class VIPER focus – book linked to reading age.

Group two – Reading fluency led by a teaching assistant

Group three – Reciprocal reading

Group four – Love of reading

*From January until May, in year 6, the children follow an adapted structure to support revision in preparation for their end of key stage assessments:

Two shared reading sessions

Group one – Teacher led verbal comprehension discussion linked to the whole class VIPER focus

Group two – Reading fluency

Group three – Reciprocal reading

Group four – Love of reading

On day seven of the cycle, the children will complete an independent comprehension task for assessment purposes.

On day eight of the cycle, the children will discuss their comprehension answers and the teacher will model how to complete these.

On day nine of the cycle, the children will complete an independent SPAG task for assessment purposes.

One day ten of the cycle, the children will discuss their SPAG answers and the teacher will model how to complete these.

At times, Year six will use past SATs papers to structure their reading activities and preparation for their end of key stage tests.

- **Accelerated reader:**

The development of reading is tailored to the children's specific needs through the Accelerated Reader program. The children take four star test assessments throughout the year and are given a reading book range to choose from. They then quiz after each reading book to assess their comprehension of the text. Children are encouraged to choose a range of genres and a variety of authors to fully extend their vocabulary and text structures and styles.

- **Reading Interventions:**

Reading interventions focus on:

- Word reading for children who are struggling to decode;

And / or

- Reading comprehension for those children who can decode fluently but do not understand what they are reading.

All programmes are rigorous and systematic with the intention that these children catch up rapidly with their peers.

- **Developing the Love of Reading**

The following strategies are used to encourage reading and to develop the love of reading in our academy:

- Story Time: Story time takes place regularly in KS2 and books are selected based on topics and interests of the children in the class.
- As part of our Book Talk session carousel we dedicate one session from the nine day cycle to reading for pleasure – the children can choose books from the library or home to enjoy during this session
- School Library: The children take home library books once a week to share at home and are encouraged to read widely across both fiction and non-fiction.
- Reading Corners are evident around the school. Sometimes these are within classes and sometimes within break out areas. The children are encouraged to change the theme of books within the book corners and to use these environments throughout the week.
- The Reading Environment has been developed to include interactive displays for the children to learn and enjoy. There are book recommendations for the children to consider choosing which also supports in the extension and breadth of books read.
- Parent reading once per half term
- Shared reading across key stages once per half term

Impact KS2:

By the end of LKS2 we expect our children to:

- Have decoding skills that are secure and hence vocabulary is developing;
- Be independent, fluent and enthusiastic readers who read widely and frequently;
- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently;
- Be developing their knowledge and skills in reading non-fiction about a wide range of subjects;
- Be able to justify their views independently about what they have read both verbally and in written form.

By the end of Year 6 we expect our children to:

- Read sufficiently fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school;

In addition we expect our children to:

- Have a love of reading that feeds the imagination;
- Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live;
- Have a developed vocabulary beyond that used in everyday speech;
- Understand nuances in vocabulary choice;
- Understand age-appropriate, academic vocabulary.