

Reading Intent, Implementation and Impact



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

At Loddington C of E Primary School, it is our vision to create a lifelong love of reading. We believe that every child should read for pleasure. Through our reading curriculum, we aim to immerse children in literature. Daily exposure to books and reading will enable our children to hear written English in its correct form, develop listening skills and introduce them to a variety of books, genres and authors.

Leaders in our academy 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, regular book scrutiny and discussions with staff and pupils and the impact of this provision through the analysis of (i) end of year cohort data (Phonics Screening Check and end of KS1 and 2 Reading) and (ii) individual pupil progress throughout the year (on going assessments). The National Curriculum is referred to as a basis for planning for each programme of study, to ensure that progression is built in across year groups for reading.

Early Reading (Word reading):

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

1. Use one synthetic phonics programme from YR to Y2:

We use Read Write Inc to teach phonics and graphic knowledge (common exception words and tricky words). We have fidelity to this one programme.

Using this programme, we are confident that:

- grapheme/phoneme (letter/sound) correspondences are taught a clearly defined, incremental sequence;
- we introduce children very early on to a defined initial group of consonants and vowels, enabling them to read and spell as soon as possible many simple CVC words;
- children are taught the highly important skill of blending phonemes, in order, all through a word to read it;
- children are taught to apply the skills of segmenting words into their constituent phonemes to spell; blending and segmenting are reversible processes.
- Multi-sensory activities used are interesting and engaging but firmly focused on intensifying the learning associated with its phonic goal.

The programme is begun almost immediately children enter Reception, from the second week of starting school.

2. We make time to teach phonics:

We ensure enough time and priority are given to fully implement our Phonics programme. Children in EYFS have a daily phonics sessions lasting for 20 minutes (which will build to 30 minutes) and Year 1 have a daily phonics session lasting for 30 minutes. However, the teaching extends beyond

'dedicated time' and is applied through targeted speed sound practise for the lower attaining pupils with pinny time. The pace of the programme is maintained.

The structure of each session is as follows: Revisit; Teach; Practise; Apply

3. Children practise early reading with fully decodable books:

Reading books in EYFS and Year 1 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. Children 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. The books are clearly labelled – 'I can read this independently' are the fully decodable books which children can read independently at home. Then 'I might need help to read this' on the banded books.

Reading books in EYFS and Year 1 are:

- matched to phonic knowledge and do not require use of alternative strategies e.g. whole-word recognition and/or cues from context, grammar, or pictures.
- are closely matched to the programme used;
- are fully decodable at child's current level and do not simply practise phoneme(s) most recently taught
- are not mixed with non-decodable books for independent reading practice
- include a controlled, small number of 'tricky words' the decoding of which has been specifically taught
- are continued in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes.

4. There is effective provision for all children:

Grouping is appropriate for our school and effective in ensuring success for all children. TAs are deployed and used to optimum effect. There are 4 phonics groups daily. Children are grouped based on assessments carried out on a 6 weekly basis. Groups are flexible and children move between groups as the need arises based on assessments and the subsequent gap analyses. Progress is continually assessed using a simple but effective system. Regular progress meetings are held. Those children who have completed the phonics stages and score 40/40 on a PSC are provided with comprehension activities.

5. We have the expectation that all children will attain or exceed expected standards:

Teacher and school expectations are high for all children regardless of background. A 'can-do' ethos permeates all our teaching. There is confidence that teaching the programme will ensure success. Small-steps success is built in and celebrated and all children are continually praised and encouraged.

We expect our children to meet the following milestones in terms of their phonological development through EYFS and Key Stage 2:

EYFS:

- End of Autumn Term: Completed all set one sounds.
- End of Spring Term: Completed all set two sounds.
- End of Summer Term: Completed half of set three sounds.

Year 1:

- End of Autumn Term: Y1: all of set three sounds will be completed.
- November: Expected Score on Phonics Screening Check of 19/40
- February: Expected Score on Phonics Screening Check of 25/40
- End of Spring Term:
- April: Expected Score on Phonics Screening Check of 35/40
- End of Summer Term: age related standardised score on PIRA assessment, as well as a 'pass' in the PSC.

Year 2:

- Confident readers

We particularly closely monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and enough additional support is provided to enable them to keep up. We give keep up support by providing 1:1 interventions. The content of these sessions is determined by on-going gap analyses and our in depth knowledge of each child. Children experiencing significant difficulty are provided with intensive, individual support to reach the required standard.

6. We build a skilled team who can teach phonics:

Every member of our staff (teachers and teaching assistants) delivering phonics has accessed accredited online phonics training and refresher training by our Phonics Lead, including our most experienced staff. Training is provided for all new staff. For staff specifically supporting our least able readers, recent inference training by PDET has been disseminated to staff.

7. We have a dedicated Phonics Lead who ensures quality, consistency and continuity of teaching:

Our Phonics Lead is a teacher with expertise in and direct experience of teaching phonics. Our Phonics Lead has dedicated time to fulfil the role and her responsibilities include monitoring, mentoring and modelling. As a consequence, all Phonics teaching is consistent and of high quality.

8. The development of word-reading is fully balanced by the development of vocabulary, comprehension and a love of books:

A wide range of high-quality books are read to, and shared with, children daily accompanied by frequent discussion of books to develop understanding. Teachers have extensive knowledge of children's books and read aloud with enthusiasm and in engaging ways. Books have high profile around classrooms and school. Children explore books through role-play, etc.

9. Every effort is made to help parents understand and support the school approach:

Parents are helped to know how best to support their child in learning sounds by our 'Reading at home booklet' which is available on our website. Our EYFS teacher has also sent a video on seesaw explaining to new parents about how they can best support their child with reading. Reading at home is strongly promoted; our expectation is that children read at home 4x per week. Teachers ensure that parents understand how to work appropriately (and differently) with decodable books and with shared 'real' books.

Children take these reading books home on a daily basis. The system in place for changing books is children are encouraged to keep a reading books for a week and read the book at least four times. We have introduced this to encourage children to read words on sight rather than blending every word.

In KS2, the system in place for changing books is we facilitate the children to change books as often as is needed. We encourage parents to hear their child read at home to develop fluency, we have put example 'VIPER' questions into children's reading diaries so that parents can use them as a guide. Reading diaries / records are used by parents to record a comment about their child's reading. The teacher monitors these 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.

Early Reading Impact:

The expectation is that all children will be fluent readers having secured word recognition skills by the end of key stage one.

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

- the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation;
- the speedy recognition of familiar printed words; read books at an age appropriate interest level, accurately and at a reasonable speaking pace;
- books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words;
- most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

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.

Reading Comprehension (and Responding to Texts):

Reading Teaching Sequence / Model:

10. Whole Class Reading

Explicit teaching of reading comprehension takes place throughout whole class reading comprehension sessions which take place twice a week. During these sessions teachers use a mixture of novels, non-fiction, poetry and extracts from text types. A specific skill is modelled to the children, verbalising thought processes. These sessions are followed by an independent session where children apply the skills that have been taught to an extract further in the text or a piece of similar text. In Reception and Year 1, one book is read every day for a week with the children and on Friday they complete an activity which covers one of the key reading domains. So each domain is covered over the half term.

11. Group Reading

Group Reading sessions take place three times a week in Yr2-KS2. In these sessions, children are working in small ability groups sharing an appropriate levelled book, book talk is used to encourage children's thinking and discussion. They are given a focus for their reading and after a short time of

reading discuss in their groups how they would answer the question and what evidence they have found to support their answers. There are five groups in each KS2 classroom meaning that the teacher can observe each group once over the two weeks. In Yr 2, as there are fewer children, the teacher observes each group more frequently.

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 (KS1) / Sequencing (KS2)*

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

Vocabulary is developed by the following strategies:

- New vocabulary is shared and explored throughout daily English lessons.
- Children use thesauruses in English lessons daily to widen their vocabulary.
- Word of the week in each class, on a Friday children aim to write each word into a sentence.
- Vocabulary is highlighted in whole class comprehension sessions. The teacher highlights words that might be tricky/unfamiliar and meaning is discussed.

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.

- **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.

12. 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 every day in throughout the school for 15-20 minutes. We have identified as a school which stories the children will be highly

familiar with by the end of each year. Children hear, share and discuss a range of high quality texts through our whole class reading sessions which happen daily for 15-20 minutes both in terms of fiction and non-fiction. Fiction books from Pie Corbett's Reading Spine are shared with each year group, so progression is clear throughout the school with more complex novels being shared higher up the school. Non-fiction books are shared with each year group that match up with their topics ensuring a range of genres are covered in each year group.

- School Library: The children take home library books once a week to share at home. From the school library they are encouraged to read non-fiction books. For KS1 there is a mixture of picture books and non-fiction books.
- *Reading dog*
- *Reading buddies*
- *Whole school read – once a half term the children are split into their house teams rotating around the different teachers. Class teachers share a chapter of their favourite book with the group.*
- *Special bag of books – a chosen child who has stood out in English lessons during that week gets to select a special book from the bag to share at home.*

Impact:

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.

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.

Additional Information

The Salford Reading test is completed three times a year to give each child a chronological reading age this information is then used to help us identify the appropriate level of reading book for each child.

In KS1 when reading with an adult in school, tracker sheets are filled in for each individual child on a weekly basis. These tracker sheets are used to identify key words that the child can read on sight, words that the child needs to sound out or words that the child needs support with reading. This information is then used to inform phonics planning and teaching and if needed further interventions. In addition to this, children are regularly assessed on their blending and segmenting skills using the Read Write Inc word time words. As the children progress through the phonics scheme they then move onto being assessed on their ability to read common exception words and spell them correctly.

When children have completed the reading scheme and are on free reader books, they will each have a monitoring sheet where the teacher keeps a record of the books they have read and how long they have had the books for. Confident readers in KS2 are encouraged to record their reading independently if they do not read to their parents. We have sent out a leaflet for parents and carers to provide information about how we teach reading in EYFS & KS1 and also how they can support their child's development with reading.