



Reading Intent, Implementation and Impact

Reading Intent and Implementation :

Leaders in our academy prioritise the teaching of reading: word reading and reading comprehension. We aim to ensure that **all** children at Blakesley CE Primary become successful readers.

Reading comprehension develops through pupils' experience of high-quality discussion, as well as from reading a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. We intend that all pupils understand and can articulate what it is to be a 'good reader'.

Reading is identified as a key priority on our Academy Improvement Plan. Leaders monitor the provision of reading through learning walks in English Lessons and Phonics sessions, scrutiny of all pupils' Reading books, Class Reading files and the impact of this provision through the analysis of (i) end of year cohort data (Phonics Screening Check Y1 and end of KS1 and KS2 Reading Standardised Assessment Tasks and (ii) individual pupil progress throughout the year (on going assessments eg.PIRA).

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 SoundsWrite to teach phonics and graphic knowledge (common exception words and tricky words). We have fidelity to this one scheme. 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 strategy 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.

From the first full 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:

EYFS: Soundswrite

- End of Autumn Term: Units 1-7 of the Initial Code
- End of Spring Term: Units 8-11 of the Initial Code
- End of Summer Term: Units 1,2 and 4 of Extended Code

Year 1: Soundwrite

- End of Autumn Term: Units 1- 11 of Extended Code
- December: Expected Score on Phonics Screening Check of 20/40
- End of Spring Term: Units 12-22 Of Extended Code
- April: Expected Score on Phonics Screening Check of 30/40
- Summer Term: Units 23-26 of Extended Code:
- May Expected Score on Phonics Screening Check of 34+/40

Year 2:

- **Soundwrite** Units 27-50

Reading books in EYFS and Year 1 match our Soundwrite 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.

Children take these reading books home on a daily basis. SoundsWrite Specific books are changed weekly. Adapted phonics focus books and confidence builder books are changed when the child has finished the book. In Y1to Y6 as soon as a book is completed it is changed. We encourage parents to hear their child read at home to develop fluency. Our expectation is that children read at home 2x-6x per week depending on the year group. Reading diaries / records are used by parents to acknowledge their children's efforts and to seek advice or ask questions as necessary. 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.

We carry out a parent reading workshop at the commencement of each year for new parents to the school. Routines and class approaches to reading are explained to all parents at the start of each year in 'Meet the teacher' meetings.

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

Children in EYFS, Year 1 and Year 2 have a daily phonics session lasting for 30 mins. The structure of each follows the Soundwrite principles of Reading sounds or words, writing words, sentence work, time to recap and teach new sounds or words.

Phonics is taught in year groups with additional adults supporting targeted children. Phonics tracker provides an in depth analysis of attainment which informs teaching and learning provision. Assessment using Phonics Tracker is used with EYFS termly to find gaps in children's Initial Code knowledge. Y1 are assessed on progress towards Phonics Screening pass mark and Extended Code units taught.

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 catch up support provided by 1:1 / group intervention. The content of these sessions is determined by on-going gap analyses and our in-depth knowledge of each child. These sessions are additional to our daily phonics sessions.

In order to ensure that pupils make age-appropriate progress, the following approach is adopted:

- In the daily phonics lessons (QFT), scaffolding is used to support the lowest attaining pupils;
- Consolidation throughout the day of oral blending & segmenting and GPC recognition to revise key aspects that need reinforcement;
- Same day in class practice – provision of a short, sharp additional session (5 mins) with a precise focus;
- 1-1 precision intervention.

- **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 and external training (SoundsWrite), including our most experienced staff. For those staff who are providing additional support for our weakest readers, we provide training in the use of SoundsWrite for phonics, PM+ to increase pace and fluency, Fresh Start for Comprehension at KS2 and Toe by Toe for specific needs.

Reading Comprehension (and Responding to Texts):

The development of word-reading is fully balanced in EYFS and KS1 by the development of vocabulary, comprehension and a love of books. These become the focus for the teaching of reading in KS2. A wide range of high-quality books are read to, and shared with, EYFS, KS1 and KS2 children daily accompanied by frequent discussion of books to develop comprehension. 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, art and when studying a wide range of subjects.

Reading Teaching Sequence / Model:

To ensure we have an agreed whole-school approach to the teaching of reading based on a range of research, we use the teaching sequence. This is outlined in detail in the Trust's Overview of the Literacy Teaching Sequence and in supporting guidance documents.

During the first phase of the teaching sequence a range of reading comprehension strategies such as: summarising, imagining, predicting and making connections are taught explicitly. Children are immersed in the text type and are encouraged to 'read as a reader'. Further models are also shared with the children, so they broaden their frame of reference through investigating how other writers tackle the type of writing they are focussing on. This model provides a coherent model for linking and combining literacy knowledge and text-types into effective teaching and learning opportunities.

Whole Class Reading (shared reading)

Children hear, share and discuss a range of high-quality texts through our whole class English teaching, both in terms of fiction and non-fiction. Genres, stories and poems are mapped out across Key Stage 1 and 2 to ensure progression and breadth of coverage.

Explicit teaching of reading comprehension takes place as part in lessons as agreed in our Reading Non-negotiables. One main lesson is then followed up in sessions re-visiting the skill/objectives being taught allowing the children opportunities to practise, consolidate and apply their learning. We explicitly teach and model the following key reading strategies outlined in the National Curriculum to ensure that children understand what makes a good reader. Key reading strategies are taught through the VIPERS reading domains approach:

- 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. Reference to the reading domains appears on weekly planning of Teaching Reading.

Group Reading: Guided reading

In addition to whole class teaching of reading, group reading takes place when there is a need to reinforce a particular skill/ learning objective or build further stamina. 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 group sessions. Guided reading sessions are particularly targeted at the lower 20% of children in relation to attainment.

Individual Reading

It is expected that all children take home a book from school to read every day. Each year group has informed parents of the expected frequency and amount of time expected to be spent reading. All pupils have a reading log that enables dialogue to take place between home and school. Each teacher has a reading file in which individual records are kept. Teachers also keep a record of the frequency of which particular children should be heard.

- **Reading Interventions:**

Reading interventions focus on:

- Word reading for children who are struggling to decode (Toe by Toe)
- Building pace, fluency and stamina (PM+)
- Reading comprehension for those children who can decode fluently but do not understand what they are reading. (We use Read Write Ink Comprehension/Inference sessions for target groups/individuals)

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

Vocabulary Development:

The teaching of vocabulary is fundamental to the teaching of reading and writing and takes place throughout the entire teaching sequence. Throughout the teaching sequence all children encounter core books and model texts with a challenging level of vocabulary. New words that the children encounter are explored and children are encouraged to share any new vocabulary with their peers and discuss their meaning. Vocabulary from the text is carefully planned and is taught both explicitly (pre-taught) and implicitly (at the point of reading). The words selected to be explicitly taught include tier 2 words (words which have more than one meaning depending of the context of the text) and tier 3 words (more 'academic' words with specific definitions e.g. scientific/technical words.) All classrooms are vocabulary rich and reflect/exemplify the words and phrases which have been taught and explored over a sequence of learning/within a topic area.

The acquisition of vocabulary is developed even further by using the following strategies:

- Attention to and understanding of new vocabulary or unfamiliar vocabulary is planned for on weekly planning. Identified vocabulary is modelled by the teacher, displayed on working walls and referred to in relevant learning exercises.
- Pupils will have opportunities to work with dictionaries and thesauruses.
- In KS2 as children read individually, they gather unfamiliar vocabulary on their bookmarks which can be shared in 1:1 discussion.
- 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.

Developing the Love of Reading

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

- **Book Time:** Book time takes place every day in all classes. We have identified as a school which stories the children will be highly familiar with by the end of EYFS to Year 6. High quality texts are selected by each teacher to tie in with the topic being taught.
- **Reading Environment:** Each class has an area that is designated and designed for Reading Displays around the classroom either promote a book, display work related to a book or promote further a love of reading. This is updated regularly.
- Each class has stock of reading material that is engaging and age appropriate for pupils to be able to select from as and when desired. Again this is updated at regular intervals.
- **School Library:** The children take home library books once a week to share at home. Choices can be from fiction or non-fiction. Children volunteer to help out with the library taking on various roles.
- **Best Books for Each Year Group** are distributed and shared with each Class and Pie Corbett's Reading Spines. Lists are shared with home too.
- **Reading Walls** compiled by pupils demonstrating a breadth of genres read.
- **Favourite 5:** Each Class has an identified list of 5 stories that they love reading, hearing, and sharing
- **Additional Blakesley Book Hunt;** Conducted by EYFS Autumn Term
- **Book Fairs** (2x per year)
- **Visit to Towcester Library** and Librarians come to the school to promote activities held at the local library
- **Promotion of Author visits/relevant educational trips and experiences** e.g Theatre versions of Treasure Island
- **Promote books from a diversity of cultures, religions and faiths gender /race**
- **Class and books with archaic language** will also be promoted.

Parental Partnership:

Reading at home is strongly promoted; our expectation is that children read at home a set number of times per week. Teachers share this expectation with parents at the beginning of a school year. Every effort is made to help parents understand and support the school approach to reading. Parents are helped to know how best to support their child in early reading, reading comprehension and vocabulary development by carrying out parent workshops and by information we provide.

Children take reading books home on a daily basis. In Key Stage 1, the system in place for children changing books is to bring their books everyday and inform their class teacher if they have finished their book. They are welcome to keep their book or change it. Reading diaries / records are used by parents and 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.

Impact:

Assessment:

We use a range of strategies to assess the children's reading and employ effective formative and summative assessment procedures throughout. Teachers refer to such assessments as a support for making judgements and to inform planning. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They base their judgements on the quality of the child's reading at three specific assessment points throughout the year.

Early Reading Impact:

We have the expectation that all children will attain or exceed the expected phonics 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.

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.

KS2 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.

Reading Intent, Implementation and Impact at Blakesley C of E September 2020.