

Reading Intent, Implementation and Impact

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

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, monitoring of planning 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).

Early Reading (Word reading):

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

- **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).

From the second 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:

- *End of Autumn Term: Know Set 1 sounds and read words by blending*
- *End of Spring Term: Know Set 1 sounds and read Red storybooks*
- *End of Summer Term: Being to learn Set 2 sounds and read Green/Purple books*

Year 1:

- *End of Autumn Term: Know Set 2 sounds*
- *November: Expected Score on Phonics Screening Check of 19/40*
- *February: Expected Score on Phonics Screening Check of 25/40*
- *End of Spring Term: Know Set 3 sounds*
- *April: Expected Score on Phonics Screening Check of 35/40*
- *End of Summer Term: To read Set 3 words speedily. Read a text at 80+ words per minute.*

Year 2:

- *Phase 6*

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. 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. The system in place for changing books is each child will change their home reading book twice a week. We encourage parents to hear their child read at home to develop fluency. Our expectation is that children read at home 5x per week. Each child is given a Reading Diary for the parents to use to make comments 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.

We make time to teach phonics:

Children in EYFS and Year 1 have a daily phonics session lasting for 15 mins. The structure of each session is as follows: *Teach the new sound, review previous sounds, practise reading a selection of words, apply phonic knowledge to spell words.*

There are 7 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.

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 daily 1:1 catch up support provided by Teaching Assistants.* 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.

We build a skilled team who can teach phonics:

Every member of our staff delivering phonics has accessed external Read Write Inc. training and recent in house refresher training by our Phonics Lead. Our Phonics teachers have regular Masterclass sessions delivered by the Phonics lead where they have the opportunity to watch model lessons and to practise their skills. For those staff who are providing additional support for our weakest readers, we provide training on Read Write Inc. intervention including one-to-one tutoring.

Early Reading Impact:

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 academy.

Reading Comprehension (and Responding to Texts):

Reading Teaching Sequence / Model:

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. *It is the expectation that all genres are covered (fiction/non-fiction/poetry) across a term in year year group to ensure progression and breadth of coverage.*

Explicit teaching of reading comprehension takes place as part of weekly VIPERS lessons (2 times a week) and during the first phase (roughly one week) of every Literacy teaching sequence.

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.

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:

In addition to whole class teaching of reading, guided reading takes place 30 mins per week. Children read with an adult at least once over a two-week period. 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.

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 every day in EYFS and at least 3 times a week in KS1 and KS2. In KS1, each class teacher selects their 'Favourite 5' books to read repeatedly during a term so that children become highly familiar with these texts by the end of year 2. These texts are rotated

between classes each term. In KS2, High quality texts are selected by each teacher to tie in with the topic being taught or subjects of interest to the class.

- School Reading Areas. Throughout school we are developing reading areas to foster the love of reading. These areas are made available for children to read in during break and lunchtimes and are where children exchange their books.

In KS1 and LKS2 children's reading books match their reading level and are changed every week.

In KS2, the expectation is that children take a reading book home every night to either share or read independently. These are changed as required.

All children are encouraged to read widely across both fiction and non-fiction.

- The Book Squad: Each year group have 2 librarians who are responsible for their phases reading area. Their responsibilities include:
 - helping in the library at set times
 - Organising fiction books in A-Z order
 - Organising non-fiction books in subject order
 - helping with library displays
 - helping other students find what they are looking for

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.