

Reading Intent, Implementation and Impact **(Summer 2022 edits)**

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

Leaders in our academy prioritise the teaching of reading: word reading and reading comprehension. We aim to ensure that all children 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'.

Leadership of Reading:

Reading is identified as a key priority on our Academy Improvement Plan. Leaders monitor the provision of reading through learning walks in Literacy, VIPERS and Phonics sessions, work/planning scrutinies and through pupil voice. 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).

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;

Within the first week of starting school, EYFS begin phonics using the 'Making a strong start' programme. This ensures that pupils are taught phonics from the very start of the term. 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 including set 1 special friends and read Red storybooks*

- *End of Summer Term: Being to learn Set 2 sounds and read Green/Purple books*

The expectation is that all children will have met the Early Learning Goals by the end of EYFS.

Year 1:

- *End of Autumn Term: Know Set 2 sounds and read pink story books.*
- 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 and gain fluency when reading set 1 and set 2 words. To read Yellow books.*
- April: Expected Score on Phonics Screening Check of 32/40
- *End of Summer Term: To read Set 3 words speedily. Read a text at 60-70 words per minute. To read blue books.*

Year 2:

- *End of Autumn Term: Read set 3 words fluently and know multisyllabic words. Read a text at 70-80 words per minute. To read Grey books.*
- *End of Spring Term: Children who have completed the RWI programme move into VIPERS and SPAG lessons. They will have a switch on assessment to determine what book level they start on. Children will start on purple and finish on gold.*

*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 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 once 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 Record 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. **When a child is heard read in school by an adult, this is recorded on a sticker which gives a clear indication of what the child is able to achieve and their next steps. These stickers are stuck into reading records.***

• We make time to teach phonics:

Children in EYFS have a daily phonics session lasting for at least 20 minutes **in the Autumn and Spring term. By the Summer term, EYFS are taught phonics for 40 minutes a day. In Year 1, children have two daily phonics lessons (1x40 min lesson in am and 1x 20 min lesson pm).** The structure of each speed sound session is as follows: *Teach the new sound, review previous sounds, practise reading a selection of words, apply phonic knowledge to spell words.*

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 identify focus children in year 1 who need to make accelerated progress. These children are assessed every 3 weeks.** We also give 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 **whole school** external Read Write Inc. training and receive regular 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):

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 read aloud with enthusiasm and in engaging ways. Books have high profile around classrooms and school.

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

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. *Books and genres 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 of weekly VIPERS lessons in KS2 and during the first phase (roughly one week) of every Literacy teaching sequence (KS1 and KS2).

We ensure children of all ages learn comprehension strategies and are able to respond to texts. 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:

- Using background knowledge to understand text
- Predicting
- Understanding vocabulary: developing strategies for this including recognising which vocabulary they don't understand
- Asking questions and "wondering" about the text
- Visualising
- Developing inference
- Summarising.

Some of the above 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.

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 **in small groups** takes place **in KS2**. 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. Guided reading sessions are

particularly targeted at the lower 20% of children in relation to attainment. In KS1 children are heard read weekly during their RWI 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.

- **RWI intervention** 1:1/small group – used for children who are not secure with decoding.

- **Fresh start** 1:1/small group – used for children in KS2 who are not secure with decoding. .

- **Switch on** 1:1 intervention - used to develop children's fluency

- **Shine** These resources are based on gaps in children's comprehension skills from assessment data. These resources can be used 1:1 in a group or with a whole class.

- **Inference** This is a group intervention aimed specifically at developing children's inference skills in KS2

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 select 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 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: librarians who are responsible for the school's reading areas. 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
 - promoting the love of reading

Parental Partnership:

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 information on our website. Reading at home is strongly promoted; *our expectation is that children read at home 5x per week*. Teachers ensure that parents understand how to work appropriately (and differently) with decodable books and 'real' books.

Children take reading books home on a daily basis. Reading records are used by parents to record all reading completed at home and staff in school record any group/1:1 reading in them. The teacher monitors these in order to ensure children are reading at home and to gain information about other books that children may have access to.

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 their 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.

