

Reading Statement: 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, analysis of data, weekly team meetings 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:

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

We use Letters and Sounds 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 and Year 1 have a daily phonics session lasting for 20 mins. However, the teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout day. The pace of the programme is maintained.

The structure of each session is as follows:

Revisit and review previously learned phonemes

Introduce new phoneme & grapheme

Practise

Apply

3. Children practise early reading with fully decodable 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 six phonics groups daily. Progress is continually assessed using a simple but effective system. 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 meetings are held weekly.

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 Phase 2 and Started Phase 3

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

Year 1:

- End of Autumn Term: Y1: Completed Phase 5 part b
- 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:

Year 2:

- Phase 6

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 catch up support by providing group 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:

Most members of our staff (teachers and teaching assistants) delivering phonics has accessed external accredited training (e.g. Read Write Inc) and recent in house, refresher training by our Phonics Lead), including our most experienced staff. Training is provided for all new staff. For those staff who are providing additional support for our weakest readers, we provide training on.....

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. Teachers reflect and review their practice of reading aloud through the use of the Open University resources and staff meetings. All teachers are given the opportunity to hear other adults read aloud on a fortnightly basis. Books have high profile around classrooms and school. Children explore books through role-play, art 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 carrying out parent workshops and information on our website. Reading at home is strongly promoted; our expectation is that children read at home 5 x per week. Children and teachers record their reading behaviours, opinions and comments in a reading record book. These are discussed and celebrated in school. 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. Class teachers monitor these in order to ensure children are reading at home, to gain information about other books that children may have access to at home and to gain a better understanding of children as readers.

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 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. 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 for 20 minutes 5 times per week in Key Stage Two and 20 minutes 5 times a week in Key Stage One.

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:

Never heard the word grids to be drawn up with the children as part of each new unit of work.

Planned activities to generate vocabulary and discuss synonyms.

Reading behaviours are also taught through Book talk and whole class reciprocal reading. During these sessions, children are taught strategies to help them to understand and enjoy reading. These are:

To monitor meaning and notice breakdowns in meaning.

To use background knowledge.

To watch out for VIP words or phrases.

To think like a detective and use inference.

To visualise.

To predict, ask questions and wonder.

To put pieces of information/ideas together to generate a gist.

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.

- **Developing the Love of Reading**

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

- Daily Read Aloud: Teachers read the Daily to the children. This book isn't linked to the learning or the topic. This book is shared with the sole aim of enjoyment.
- Every year children complete the reading for pleasure questionnaire developed by the Open University and The UKLA. These surveys are then used to inform teachers of children who may require more tailored reading recommendations.
- Read aloud is regularly reviewed and reflected on by staff. Staff are supported with how to develop their practice to ensure read aloud is learner-led, informal, social and with texts that tempt based on the research of Teresa Cremin et al 2007.
- 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. Library usage is monitored to look out for children who aren't choosing to change their book as often.
- Chapter Free Fridays. Every fortnight children are given the choice of who they would like to hear read, and where they go to hear the book/chapter read. All members of our school community including senior leaders, administration staff, governors and parents take part in celebrating reading for pleasure.
- Buddy Books in KS1. Children in KS1 take home a Buddy Book in addition to their phonetically decodable book. These books have been chosen carefully for each age group. They consist of, Talk for Writing reading spine books, award winning books or authors we know our children love. These books are for children to share with their adults, siblings at home. The children are given time when changing Buddy Books to share recommendations with each other before choosing a new book. This builds a shared repertoire of books among the year group.
- Suitcase libraries in every class to give children a shared repertoire of books and to promote reading for pleasure as teachers add to the library with their personal books or personal favourites. Suitcase libraries demonstrate teacher's reading identities.
- All teachers share their reading identities through their own reading record book. Teachers share their reading thoughts, feelings, opinions and behaviours with children 2/3 times a week with their class.

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.
- should understand nuances in vocabulary choice
- and age-appropriate, academic vocabulary.