



## Reading Intent, Implementation and Impact Statement

### 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'.

### 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 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.

The programme is begun almost immediately children enter EYFS, from the second full 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 30 mins. However, the teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout the day. The pace of the programme is maintained.

In order to ensure that pupils 'keep up', 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.

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:

- 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 a 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
- Continue in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes.

### 4. There is effective phonics provision for all children:

Following the RWInc approach, groupings are 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. 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. Regular progress meetings are held between the Phonics & English leads.

### 5. We build a skilled team who can teach phonics:

Every member 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 inference training.

### 6. 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.

### 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.

We expect our children to meet the following milestones in terms of their phonological development through EYFS and Key Stage 1:

**EYFS:**

- End of Autumn Term: Completed all set one sounds.
- End of Spring Term: Consolidate set one sounds and apply this to sound blending.
- End of Summer Term: Complete half of set two sounds.
- Children will be reading the green/purple RWInc level book.

**Year 1:**

- End of Autumn Term: Y1: all of set two sounds and half of set three 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 – April: Expected Score on Phonics Screening Check of 35/40 – secure with set three sounds.
- End of Summer Term: age related standardised score on PIRA assessment, as well as a ‘pass’ on the PSC.
- Children will be reading blue RWInc level book.

**Year 2:**

- Autumn 1 term: Children will be reading blue/grey RWInc level book
- 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 catch up support by providing group interventions or 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.

The expectation is that all children will have met the Early Learning Goals by the end of EYFS. Furthermore, 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 (with the exception of vocabulary development) should be needed for the majority of children at our school.

### **Fluency:**

As a school we recognise that fluency is a crucial part of reading because it builds a bridge between word recognition and comprehension. It allows children time to focus on what the text is saying, and they are able to make connections between what they are reading and their own background knowledge, enabling them to concentrate on comprehension. This is developed through our phonics programme in YR and 1 through repeated reading of the same texts and then continues into our reading model in Y2 and KS2 both in reading sessions. In addition to teacher modelling of fluent reading, we also use assisted reading, choral and echo reading and paired reading strategies to develop fluency. Through our Phonics teaching following RWInc, fluency is prioritised. Through our reading sessions, there is repeated practise of the text. The teacher models explicitly then through paired reading or echo reading, the children read the text. Our expectation is that all children will participate. These strategies are used across the curriculum, not solely in reading lessons.

### **Reading Comprehension (and Responding to Texts):**

Skilled reading requires accurate, speedy word reading and good language comprehension. We know that our children need to be exposed to a wide range of high quality, engaging and increasingly challenging texts in order to progress as readers. 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 increase enjoyment and in turn develop comprehension. The level of challenge increases throughout the year groups through the complexity of texts being read (see book spine). It is recognised that reading comprehension relies heavily on knowledge. Our broad curriculum aids reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring such knowledge to their reading. In order to develop and build on their prior knowledge even further, we use immersive experiences, drama and role-play, as well as making meaningful links with other topics and areas of study across the curriculum.

### **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 carefully mapped out across Key Stage 1 and 2 to ensure progression and breadth of coverage (see book spine).

Reading comprehension is supported by practising strategies to uncover meaning in texts. As part of our reading lessons, we ensure children of all ages practise these strategies and are able to access, explore and respond to increasingly more challenging texts. **As part of the teaching of reading**, we explicitly teach and model the following key reading strategies outlined in the National Curriculum to



ensure that children use the strategies which prompt the comprehension process and can apply them effectively in their own reading across the curriculum:

- 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 also taught through the reading domains approach:

- Vocabulary (and grammar – linguistic knowledge)
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising (KS2) / Sequencing (KS1).

#### **Group Reading:**

In addition to whole class teaching of reading, group reading takes place for 30 mins per week.

Children are grouped based on needs and texts are selected carefully to ensure match of challenge to need. Reading domains and strategies taught in the whole class sessions are reinforced in the guided group sessions. Group reading sessions are particularly targeted at the lower 20% of children in relation to attainment.

#### **Reading Interventions:**

Reading interventions focus on comprehension for those children who can decode fluently but do not understand what they are reading. (Word reading interventions continue in KS2 for children who are continuing to struggle to decode.) All programmes are rigorous and systematic with the intention that these children catch up rapidly with their peers.

If a child is unable to decode, additional phonics interventions will be put in place. If a child's phonic knowledge is sound but their fluency is still weak, the children will receive the Toe-by-Toe intervention which supports the skill of decoding and fluency.

#### **Vocabulary Development:**

The teaching of vocabulary is fundamental to the teaching of reading and writing and takes place throughout our Reading and Writing sessions. Throughout our English lessons, 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.



### **Developing the Love of Reading:**

We are passionate about developing lifelong readers who read for pleasure by volition and are working hard to develop a whole-school culture of reading for pleasure. Teachers have extensive knowledge of children's books and read aloud to the children daily with enthusiasm, bringing the books alive. We make sure that we build it time to talk about books throughout the day using informal and planned book talk opportunities. Reading is at the very heart of the curriculum and children explore books across all subjects. Books have high profile around classrooms and our books areas and library are regularly updated alongside the children to ensure they are engaging and high quality.

The following strategies are used to develop the love of reading and a culture of reading for pleasure in our academy:

- Story Time: this takes place every day in EYFS – Year 6.
- Use of the School Library: The children take home library books once a week to share at home.
- Reading buddies: Children from Year 6 read with a select group of children from Years 1-3.
- Whole school read: once a half term the children choose from a selection of texts chosen by members of staff throughout the school. Staff then share these texts in a timetabled session.
- Special bag of books: In KS1, a chosen child who has stood out during that week gets to select a special book from the bag to share at home.
- Once a half term, each class performs poetry in a whole school assembly.
- Reception & Year 1 weekly 'book and a biscuit'

### **Parental Partnerships:**

**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; we want our children read at home at least four times a 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. In EYFS/Year 1, the system in place for changing books is the children take home their books on a Friday and keep them for one week, reading them regularly to develop their fluency. The children take home three books which include: the book they have been focused on in their RWInc lessons, the corresponding book bag book and a library book to help foster the children's love of reading.

In Year 2 & KS2, the system in place for changing books as 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. 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.



**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.

**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 and Phonics sessions, work scrutinies and through pupil voice. They evaluate 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).

**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
- Have age-appropriate, academic vocabulary.