



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, lesson visits, school environments, and governor visits. The impact of this provision is monitored through the analysis of (i) end of year cohort data (Phonics Screening Check and end of KS1 and KS2 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:

(Read Write Inc example):

- *End of Autumn Term: Completed Set 1*
- *End of Spring Term: Completed Set 2*
- *End of Summer Term: Working through Set 3*

Year 1:

- *End of Autumn Term: Y1: Revision on Set 2 and completion of Set 3.*
- *November: Expected Score on Phonics Screening Check of 20/40*
- *February: Expected Score on Phonics Screening Check of 28/40*
- *End of Spring Term: Completed Sets 2 & 3 and Blending revision.*
- *April: Expected Score on Phonics Screening Check of 32/40*
- *End of Summer Term: Completed Set 1, 2 & 3, confident in blending.*

Year 2:

- *Through SPaG work, children learn prefixes, suffixes and year 2 spelling patterns. Revision and booster session*

Reading books in EYFS are introduced as soon as children are able to identify the first set of taught phones and can blend these, in the form of RWI sound blending books. These then progress to 'Ditty' books that are matched to the children's reading ability using our RWI phonics programme. Children are taught specific phonemes / graphemes and then regularly assessed to ensure the books chosen for them to read are fully decodable for each child. Children take these reading books home on a

daily basis. The system in place for changing books is to be changed upon completion/request of parent in reading record. Progression happens in order through the books. Year 2 children change books upon completion of book and having taken a quiz on Accelerated Reader.

Following the matched reading books for younger children, Year 2 and KS2 progress onto our Accelerated Reader scheme. This system allows us to assess pupil's reading closely and ensure children are reading regularly, select ability appropriate books to provide enough challenge, and make progress. For more information, see: <https://www.renlearn.co.uk/accelerated-reader/>.

We encourage parents to hear their child read at home to develop fluency. Our expectation is that children read at home 5x per week. Reading diaries / records are used by parents to record when they read with this child and pass useful notes to staff about how their child is progressing. The teacher monitors and encourages dialogue in these in with progress and next steps, 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 annual parent reading workshops which explain how we introduce children to early reading and how the Accelerated Reader scheme works.

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

Children in EYFS and Year 1 have a daily phonics session lasting for between 20 and 30 minutes. The structure of each session is as follows:

There are daily phonics groups. From the spring term, children are grouped between Reception and Year 1, 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 analysis.

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 teachers and/or teaching assistants through both 1:1 and small group interventions. The content of these sessions is determined by on-going gap analysis 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 recent in house training by our Phonics Lead and/or external training (e.g. Read Write Inc), including our most experienced staff. Our EYFS and Year 1/2 teacher and support staff have accessed Ruth Miskin training for RWI and support from our external Teaching and Learning Consultant. For those staff who are providing additional support for our weakest readers, we provide training on RWI through in house training and T&L coaching.

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. Genres are mapped out across Key Stage 1 and 2 to ensure progression and breadth of coverage which match our topic plans.

Explicit teaching of reading comprehension takes place as part of the Literacy teaching sequence per topic and form part of our unit planning per half term. We use a child friendly acronym of 'VIPERS' to teach reading comprehension which is listed below.

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: Every class displays key vocabulary for that half term. Tier 1 words are developed through spoken language and introduction in EYFS and KS1 as higher frequency words. Spelling lists support the development of this Tier 3 words are developed through curriculum coverage and displayed for children to discuss and use in their oral and writing practice. Tier 2 words are shared and celebrated through displays, recognition in feedback and carefully planned teaching, ensuring vocabulary is developed for not just range, but utility of words selected.

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:

- **Story Time:** Story time takes place every day in EYFS – Year 2 through a Class Reader. We have identified as an academy which stories the children will be highly familiar with by the end of EYFS, Year 1 and Year 2. Story Time continues to take place throughout Key Stage 2. High quality texts are selected by each teacher to tie in with the topic being taught.
- **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. Our Accelerated Reader scheme informs children where to choose books from in our library that will be appropriate to encourage their reading with success in quizzes, while ensuring enough challenge to make progress.
- **100 books:** Children have created a book list for each class of their favourite reads and books they would like for school. These lists are shared on the school website to help children in choosing books for children.
- **Reading Environment:** Topics books are available in each classroom to help promote and inquisitive nature about topics. Our library has reading displays to promote reading and children write book reviews to share their thoughts of different books.
- **Favourite 5:** each half term, school council members choose our ‘favourite five’ and add to our display. Children gain rewards for reading these books and completing quizzes.
- **We welcome a school book fair** once a year for children to buy books of their own and promote parent engagement in discussing and selecting reading material.
- **Specific challenge/focus:** Throughout the year we use different challenges such as ‘Extreme Reader Competition’ or ‘Guess the Reader’.

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.