

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, 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 Little Wandle 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 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 20 mins by the beginning of Spring 2 term. 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 follows the expectations of the Little Wandle Letters and Sounds programme, and is as follows:

- revisit and review
- teach and practise
- practise and 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 whole class phonics groups daily. Progress is continually assessed using a simple but effective system, with keep-up and catch-up groups organised as needed in based on this assessment. 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.

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 Little Wandle Letters and Sounds Phase 2
- End of Spring Term: Completed Little Wandle Letters and Sounds Phase 3
- End of Summer Term: Completed Little Wandle Letters and Sounds Phase 4

Year 1:

- Little Wandle Letters and Sounds Phase 5 ongoing throughout the year
- November: Expected Score on Phonics Screening Check of 19/40
- February: Expected Score on Phonics Screening Check of 25/40
- April: Expected Score on Phonics Screening Check of 35/40
- June: Expected Score on Phonics Screening Check 35+/40

Year 2:

- Phase 6 (spelling patterns)

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:

Every member of our staff, including teachers and teaching assistants has accessed external accredited training from Little Wandle Letters and Sounds, with in house coaching to support identified needs given by our Phonics Lead. Training is provided for all new staff.

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 his / 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. Books have high profile around classrooms and school. Children explore books through the wider curriculum, including the use of role-play and drama.

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 5x per week, with reading recorded in planners by parents in KS1 and by the children themselves in KS2. Teachers ensure that parents understand how to work appropriately (and differently) with decodable books and with shared 'real' books.

Children take reading books home on a daily basis. The system in place for changing books in KS1 is that children change books up to twice a week when an adult has heard them read and assessed that they have sufficient fluency and understanding of the text. In KS2, children choose colour banded 'real' books and these can be changed when completed with class teacher monitoring to ensure children are finishing books before changing.

Planners are used by parents to record reading and to comment of where their children are doing well, or areas that they are concerned about or have noticed their children are more difficult. 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. Planners are used by staff to add comments where children have been heard read, and to give parents information about phonics to support at home.

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):

- **Whole Class Reading (Read as a Reader)**

Children hear, share and discuss a range of high quality texts through our whole class English 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 the English teaching sequence for a minimum of 2 sessions, depending on genre and length of unit.

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**

Vocabulary is developed by the following strategies:

- Read as a Reader Sessions
Key vocabulary identified and explored from model and key texts in each sessions
- Story time
Vocabulary is identified by the class teacher and children and added to appropriate display.
- Shared / Guided Reading
During session 1, key vocabulary is identified and explored

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 EYFS and KS1 Guided Reading takes place 30mins per week, following the Little Wandle Letters and Sounds session sequence of:

- decoding
- prosody
- comprehension

In Year 2, reading domains taught as part of the whole class sessions are covered as part of the comprehension session.

- **Shared Reading:**

In addition to whole class teaching of reading, shared reading takes place 30 mins per week. Children are taught as a whole class with texts selected carefully to provide challenge, with support and pre-teaching used to ensure all children are able to access the text. Where there is an identified need, smaller groups will access a different text, with a focus on supporting the development of skills at an appropriate level. Domains taught in the whole class sessions are reinforced in the guided group sessions.

The structure for these sessions is as follows:

- pre-teach Session: for decoding (identified chn. during 1x ERIC session) and vocabulary
- Session 1: decoding and prosody (+ vocabulary / prediction / retrieval)
- Session 2: comprehension (retrieval / inference / explanation / summarising)

- **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:

- **ERIC**

1:15-1:30 daily is spent with individual reading in class. Children are expected to read a text at their reading level.

- **Story Time**

Story time takes place every day in EYFS – Year 2. 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, 3x per week.

High quality texts are selected by each teacher to tie in with the topic being taught, with authors mapped out across the school to ensure that there is progression across the school and the children are introduced to a range of high quality authors and texts. Children have the option to read texts by the same author across the term.

- **School Library:**

Children are able to select a text from any coloured band to share at home. This can be of a higher level than their assessed reading level, to give children the opportunity to have access to challenging and high interest texts.

- **Reading Corners and Class Authors**

All classrooms have reading corners with front facing texts that include texts by the class author and non-fiction texts linked to the class topic.

All classrooms include a class display that the children can engage with, e.g. by adding information, vocabulary, sharing an opinion or selecting the next class read

- **Teachers as Readers**

Teachers display positive reading habits, for example by sharing recommendations with children and reading with enthusiasm, including during ERIC.

Termly reading sessions, with house teams sharing a carefully selected text by an agreed author.

- **Book and Biscuit**

Termly events where parents are invited to come and share a book and biscuit with their children.

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.