

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/Reading 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 *Letters and Sounds* to teach phonics and graphic knowledge (common exception words and tricky words) as it offers precise structure and a 'whole class mastery' opportunity. **We have fidelity to this one programme.** We supplement this scheme with Jolly phonics to cater to the needs of the children through kinaesthetic learning and to help embed that knowledge.

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 as children enter Reception, *from the second week of starting school.*

2. We make time to teach phonics:

EYFS/Yr1

We ensure enough time and priority are given to fully implement our Phonics programme. Children in EYFS and Year 1 have 4x weekly phonics session *lasting for an average of up to 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.

Children are grouped into year groups and assessments are carried out at different milestone points. Groups are differentiated to cater to the pupil needs through levels of teacher input and expected outcomes. Interventions are in place to support children who require further consolidation of sounds following regular assessments.

The structure of each session is as follows:

1. Revision and review of prior knowledge e.g. prior sound
2. Introduction and modelling of new sound through teaching
3. Practise of new sound

4. Application of new sound though either of selected activities:

- Identifying the new sound in a sentence
- Reading the new sound
- Recalling the new sound
- Writing the new sound

Year 2/3

Based on the dynamics of the class and the assessment for learning: There is 1 phonics group taught over 3 days (Wed – Thur – Fri). There is 1 day for teaching spellings which are phonologically based.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3 Teacher	Book-talk Year 3 children X3 times per week	Book-talk Year 3 children X3 times per week	Book-talk Year 3 children Year 2 children (KJ) X3 times per week	Book-talk Year 3 children Year 2 children (KJ) X3 times per week	Book-talk Year 3 children Year 2 children (KJ) Year 2 children (DC) X3 times per week	Book-talk Class X3 times per week
SENCO Teacher	VIPERS Year 3 children X1 per week	VIPERS Year 3 children X1 per week	VIPERS Year 3 children X1 per week	VIPERS Year 3 children X1 per week	VIPERS Year 3 children X1 per week	VIPERS Year 3 children X1 per week
TA (KJ)	Phase 5 (Gaps) 6 Year 2 children X4 times per week	Phase 6 6 Year 2 children 4x times per week	Support year 2 group with book- talk VIPERS x1 per week	Support year 2 group with book- talk VIPERS x1 per week	Support year 2 group with book- talk VIPERS x1 per week	VIPERS X1 per week
TA (DC)	Phase 5 (2 year 2 – 2 year 3) X4 times per week	Phase 5 (2 year 2 – 2 year 3) X4 times per week	Phase 6 Phase 5 intervention (screening) (2 year 2 – 2 year 3) X3 times per week Book-talk x1 week VIPERS x1 per week (PM with KJ)	Phase 6 (depending) (2 year 2 – 2 year 3) X3 times per week Book-talk x1 week VIPERS x1 per week (PM with KJ)	Phase 6 (2 year 2 – 2 year 3) X3 times per week Book-talk x1 week VIPERS x1 per week (PM with KJ)	VIPERS x1 per week

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. Progress is continually assessed using a simple but effective system. 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:

(Letters and Sounds):

- *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: Consolidated Phase 4 - Completed Phase 5

We assess our pupils using a combination of half

<i>November:</i>	<i>Expected Score on Phonics Screening Check of 8/10</i>
<i>February:</i>	<i>Expected Score on Phonics Screening Check of 16/20</i>
<i>April:</i>	<i>Expected Score on Phonics Screening Check of 24/30</i>
<i>June:</i>	<i>Expected score on Phonics Screening Check of 32/40</i>

Based on an 80% Pass mark

Year 2:

Phase 6 (consolidation of Phase 5 depending on pupils needs)

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 (teachers and teaching assistants) have accessed external training (e.g. Letters and Sounds), including our most experienced staff (Janet Thompson 3/10/19 Previous Dfe consultant; written Letters and Sounds programme; PDET Phonics Consultant). Our phase 1 and 2 teachers and support staff have accessed further in-house training and development from senior leadership and English Subject leader. For those staff who are providing additional support for our weakest readers, we support staff trained in using Switch On Reading. This is now being further developed by the trust who have provided extra phonics training.

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:*

Book-talk sessions

VIPERS reading

Class reading

Buddy reading sessions

Revamped reading corners and library

Recording Reading

Individual reading will be captured in folders which includes SEN and priority readers. In Years 3 to 6, all children must be heard read by an adult at least once per term. In Years R to 2, children will be heard more frequently with the aim of a minimum of twice a week. Priority readers in R to 3 may be heard 3 x per week for 5 mins. Children have the opportunity to change their reading books on a daily basis and are supported in doing so by an adult where necessary. Children also have the opportunity to select a library book of their choice to further enhance and develop their love for reading.

	Pink	<4.5
	Red	4.5 – 4.8
	Yellow	4.9 – 5.0
	Blue	5.1 – 5.7
	Green	5.8 – 6.0
	Orange	6.1 – 6.4
	Turquoise	6.4 – 6.8
	Purple	6.8 – 7.0
	Gold	7.1 – 7.6
	White	7.7 – 8.0
	Lime	8.1 – 8.7
	Brown	8.8 – 9.0
	Grey	9.1 – 10.0
	Dark Blue	10.1 – 11.00
	Burgundy	11.00+
	Black	11.00+ (UKS2 only)

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 (07.10.19) and information on our website. Through this, parents understand how to work appropriately (and differently) with decodable books and with shared 'real' books. Reading at home is strongly promoted; children will be encouraged to read 5 times per week - at home or school and record in their diaries. Parents will need to sign the diaries to show that they are aware of their child's reading. An adult from the class will then check this on a weekly basis and a sticker, for their sticker charts, will be given as a reward.

Each week, the class teacher may nominate a Royal Reader award for Friday celebration assembly. This will be a child/ren who are reading regularly at home or school or have shown skill during VIPERS or book talk sessions or have shown a commitment to reading. Children who awarded the Royal Reader will be able to have their face in the library and parents are welcomed to the celebration.

In addition, the school newsletter promotes the texts in which a chosen class is reading and celebrates the love of reading with parents and we also provide special opportunities for parents to join in with parent reading sessions.

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**

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

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 monitored across Key Stage 1 and 2 to ensure progression and breadth of coverage. Genres are linked to writing intent for the term.

Explicit teaching of reading comprehension takes place as part of the Literacy teaching sequence through the Jane Considine Book Talk Approach. *In phase 2, this is approached through a range of differentiated texts and in phase 3, a whole class text is used.*

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 / Sequencing*

The level of challenge increases throughout the year groups through the complexity of texts being read.

Vocabulary is developed by the following strategies:

Book-talk reading sessions – each ‘Reason to read’ includes using ‘Buzz words’ which the children aim to include in their answers to earn points. This includes the introduction of new/specific vocabulary.

VIPERS reading sessions – following a specific strand of reading, a focus is made on ‘Vocabulary’ whereby language within text is addressed, discussed and analysed.

Vocabulary Ninja – Incorporated though the week are SPAG and Vocabulary focused learning activities related to the vocabulary ninja CPD session. Picture processor and Word of the day are two key components driven through the school.

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:**

Children are grouped based on needs and texts are selected carefully to ensure match of challenge to need.

- **Reading Interventions:**

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.
- Children who have complex needs are given the opportunity to consolidate their phonics

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 3. We have identified as a school 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.
- **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. Books are available to Phase 1 in their building.
- **Book-talk:** Through pupil feedback
- **Competitions/buddy reading** – First Friday of the month
- **CPD** (see school improvement plan)
- **Authors** have visited the school – Matt Haig
- **Newsletter Reading blog.**
- **Celebration of reading wall**
- **PP children** receive topical based texts to promote and harness the love of reading

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.