

# *Reading Intent, Implementation and Impact*

## *At Great Addington CE Primary School*

### **Reading Intent (the What) and Implementation (the How):**

At Great Addington Church of England Primary School, we value reading as a fundamental life skill and are dedicated to enabling our pupils to become life-long readers. Leaders in our academy prioritise the teaching of reading: both word reading and reading comprehension. We believe that the development of children's vocabulary is an essential aspect of the reading curriculum and place great importance on exposing children to rich vocabulary and subject-specific words and phrases. We strive to instil a love of reading in our children and to promote a curiosity about the world around them through the texts that they are immersed in.

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 and is taught through discrete daily lessons in our school. Leaders monitor the provision of reading through learning walks in Reading 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. Our learning environment fosters a love of reading, with dedicated reading areas in every classroom and high-level vocabulary displayed and drawn upon throughout our school.

### **Early Reading (Word reading):**

#### **1. 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). We have fidelity to this one programme. As an academy, we chose to use this approach due to its proven track record in supporting and accelerating children's progress in learning to read accurately and fluently.

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:**

We ensure that 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 in EYFS and 60 minutes in KS1. 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 'Read Write Inc' lesson planning as set out in the guidance handbook.

## **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. 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.

The following is a breakdown of where we expect children to be in relation to their phonological development through EYFS and Year 1:

**EYFS:**

- End of Autumn Term: Completed Set 1 sounds and Word Time. Beginning Red Ditties and Get Writing Red Ditty Books.
- End of Spring Term: Completed Red Ditty Books and Get Writing Red Ditty Books. Beginning Green Story Books. Learning Set 2 sounds.
- End of Summer Term: Completed Set 2 sounds. Using Green and Purple Story books and Get Writing Books.

**Year 1:**

- End of Autumn Term: Completed Phase 5 Part B
- November: Expected Score on Phonics Screening Check of 15/40
- February: Expected Score on Phonics Screening Check of 20/40
- End of Spring Term: Learning Set 3 sounds. Using Yellow Storybooks and Get Writing books.
- June: Expected Score on Phonics Screening Check of 35/40
- End of Summer Term: Learning Set 3 sounds. Using Blue Storybooks and Get Writing books.

**Year 2:**

- End of Autumn term: Learning Set 3 sounds. Using Blue/Grey Storybooks and Get Writing Books.
- End of Spring Term: Programme completed

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 ongoing 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) delivering phonics has accessed external accredited Read Write Inc training 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 in KS2 for our weakest readers, we provide training on Switch-on Reading. This is an intervention programme that teaches pupils to read accurately and fluently with good comprehension.

**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. Books have high profile around classrooms and school. Children explore books through role-play, art etc. Story-time books are carefully selected based on our curriculum intent and the **5 Plagues Reading Spine**.

**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 as much as possible. Teachers ensure that parents understand how to work appropriately (and differently) with decodable books and with shared 'real' books.

Reading books in EYFS and Year 1 match our phonics programme. Children are taught specific phonemes / graphemes and then have access to the equivalent books that reinforce the phonics that have been explicitly taught. They also have access to 'book-bag books' that they take home. These are specifically chosen to further embed the learning that takes place in phonics sessions. The classroom adults have systems in place to ensure that books are changed frequently. The appropriate books are located in an area that is accessible to both children and staff.

In KS2, children are allocated a book band based on assessment of their reading age. Once children have moved successfully through these bands they are given 'free reader' status. In this instance, children's choices are monitored and guided by the class teacher in order to ensure that texts chosen are appropriately challenging.

We encourage parents to hear their child read at home to develop fluency. Reading diaries / records are used by parents to record reading at home. 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. We carry out parent reading workshops which explain how we teach phonics in school.

**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. Genres are mapped out across Key Stage 1 and 2 to ensure progression and breadth of coverage. As an academy we recognise the implicit link between knowledge progression and reading comprehension. In line with this, our broad and enriching curriculum supports comprehension by ensuring that children are able to bring their knowledge of the world around them to their reading.

In KS2, explicit teaching of reading comprehension takes place five times per week.

We ensure that 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.

#### **Widening Vocabulary:**

Vocabulary is developed by the following strategies:

- Teaching new words and their definitions
- Exploring multiple definitions for the same word
- Exploring synonyms and antonyms for new words
- Adding prefixes and suffixes to root words and exploring changes in meaning
- Investigating and exploring the etymology of new words
- Exploring and collating similar words/words that rhyme
- Placing new words into sentences
- Considering how words change when changed into different tenses

As an academy, we have carefully mapped out the vocabulary that will be taught within each year group, in line with our curriculum intent. Words have been allocated to year groups based on their relevance to topics taught and level of difficulty. This ensures progression in vocabulary across year groups and Key Stages.

#### **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 all year groups. We have identified as an academy which stories the children will be highly familiar with by the end of KS2. High quality texts are selected by each teacher and may tie in with the topic being taught, however this is not always the case.
- School Library: Our children take books from school to share at home and are encouraged to read widely across both fiction and non-fiction.
- Reading Corners: Reading corners have been installed in every classroom. These are places where children can enjoy a book either individually or in small groups.
- 'Just one Chapter Assembly': Every Tuesday morning, KS2 children take part in a 'Just one Chapter Assembly'. During this time, a teacher reads the children the first chapter of a book. This book is carefully selected to engage and inspire children. The books read are then available for children to read in their classrooms.

### **By the end of KS2 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;
- Take place in discussions about a text and to be able to justify their views independently about what they have read;
- Make comparisons across different genres and begin to identify the author's intentions when using specific words or phrases.
- To perform texts/poems with confidence and with an awareness of audience.

### **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
- Embed and build upon knowledge and understanding from LKS2.

### **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;
- Use their own reading enjoyment to recommend books to others, giving reasons for their choices.

- Have a developed vocabulary beyond that used in everyday speech;
- Understand nuances in vocabulary choice;
- Understand age-appropriate, academic vocabulary.