



Reading Intent, Implementation and Impact Statement

Our Christian Vision

We will send the children out, as Noah did the dove (Genesis 8:8 -12), having nurtured and prepared them for life. Knowing that they are valued, they can fly and take the values of the school out into the world.

'If we live by the spirit, let us also walk in the spirit.' (Galatians 5:25)

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;

The programme is begun immediately as children enter EYFS, from the first 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 45 minute phonics session, Year 2 children who also need Phonic teaching attend these lessons. However, the teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout 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), grouping 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 speed sound lesson – provision of a short, sharp additional session (10 mins) with a precise focus;
- 1-1 tutoring intervention.

The structure of each 'keep up' session is as follows:

1. Review of sounds
2. Word section
3. Teach: Sound Talk/New Phoneme/Read the word
4. Review words
5. Apply: Reading into Spelling – Sentence Work

The structure of the story book lessons sessions is as follows:

1. Review of sounds
2. Teach: sound talk, new phoneme, speed sounds
3. Practice: read the words
4. Apply: Reading into spelling, Fred fingers, write the word
5. Story book section: Speedy story book words, Red words, Partner practice read

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 'red 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:

Read Write Inc promotes grouping based on children's phonetic stage throughout the lesson and use of other adults as well as same day additional sessions/small group/1-1 intervention. Progress is continually assessed using a simple but effective system. We use Phonics Tracker to track children's progress and identify gaps in learning. Regular progress meetings are held at which Phonics is discussed.



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 (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 and support.

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 their role and responsibilities include monitoring, mentoring and modelling. As a result, 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 exceed the following minimum milestones in terms of their phonological development through EYFS and Key Stage 1:

EYFS:

- End of Autumn Term 1 : read single letter set 1 sounds (25 of 64 phonemes/graphemes)
- End of Autumn Term 2 Read all set 1 sounds and blend sounds into words orally
- End of Spring Term1 : Blend sounds to read words, read short ditty stories (31 of 64 phonemes/graphemes)
- End of Spring Term 2: Read Red story books
- End of Summer Term 1: Read Green story books, read some Set 2 sounds (35 of 64 phonemes/graphemes)
- End of Summer Term 2: Read Purple Story books (41 of 64 phonemes/graphemes)

Year 1:

- End of Autumn Term 1: Read Purple story books, Read some set 2 sounds (47 of 64 phonemes/graphemes)
- End of Autumn Term 2: Read Pink story books and all set 2 sounds
- November: Expected Score on Phonics Screening Check of 19/40
- End of Spring Term 1: Read Orange story books and some set 3 sounds (57 of 64 phonemes/graphemes)
- End of Spring Term 2: Read Yellow story books
- February: Expected Score on Phonics Screening Check of 25/40
- April: Expected Score on Phonics Screening Check of 35/40
- End of Summer term 1 : Read all yellow story books and read all of Set 3 sounds (64 of 64 phonemes/graphemes)
- End of Year 1: Read Blue story books



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Year 2:

- End of Autumn Term: Read Blue story books with increasing fluency and comprehension
- End of Spring Term: Read Grey story books with increasing fluency and comprehension
- End of Summer term: ORT and access spelling programmes

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.

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 academy. At Towcester Primary, we continue to prioritise and practise word reading at pace to enable fluency in order to meet the expectations at the end of KS2.

Reading Comprehension (and Responding to Texts):

The development of word-reading is fully balanced in EYFS and KS1 by the development of vocabulary, comprehension and a love of books. These become the focus for the teaching of reading in KS2. 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 develop comprehension. 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 drama, role-play, art etc.



Reading Teaching Sequence / Model:

To ensure we have an agreed whole-school approach to the teaching of reading based on a range of research, we use the teaching sequence. This is outlined in detail in the Trust's Overview of the Literacy Teaching Sequence and in supporting guidance documents.

During the first phase of the teaching sequence a range of reading comprehension strategies such as: summarising, imagining, predicting and making connections are taught explicitly. Children are immersed in the text type and are encouraged to 'read as a reader'. Further models are also shared with the children, so they broaden their frame of reference through investigating how other writers tackle the type of writing they are focussing on. This model provides a coherent model for linking and combining literacy knowledge and text-types into effective teaching and learning opportunities.

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 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 Literacy teaching sequence. In addition to teaching Reading within the Literacy teaching sequence; we teach a discrete Reading lesson where retrieval, deduction and inference are focused upon for the duration of the lesson; the skill is taught, modelled and practised by the children. Daily 15-minute follow up practice sessions of the same skill are held for the remainder of the week allowing teachers to support all children to achieve secure and independent competence in the focus skill. We ensure children of all ages learn comprehension strategies and are able to respond to texts.

We explicitly teach and model the following key reading strategies outlined in the National Curriculum to ensure that children understand what makes a good reader:

- 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 taught through the VIPERS reading domains approach:

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

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



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 addition to whole class teaching of reading and daily shared reading lessons; guided reading takes place for 15-mins per day for the lowest attaining 20% of readers across the school. 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.

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 including RWInc phonics and PM Benchmark continue in KS2 for children who are continuing to struggle to decode. The reading inference intervention is targeted for UKS2 children to improve their inference skills. All programmes are rigorous and systematic with the intention that these children catch up rapidly with their peers.

Vocabulary Development:

The teaching of vocabulary is fundamental to the teaching of reading and writing and takes place throughout the entire teaching sequence. Throughout the teaching sequence 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:

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. 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 daily throughout Key Stage 2. High quality texts are selected by each teacher to inspire and engage our pupils.
- School Library: The children take home library books once a week to share at home, they are encouraged to read widely across both fiction and non-fiction.
- Reading Corners: attractive areas containing a regularly rotated display of high-quality books containing different genres for children to select from, read and recommend to others.
- Reading Environment – book corners promoting a range of books and authors, favourite class books displayed, recommended reads and topic-related books of different genres displayed.
- Vocabulary rich environment – classrooms reflect taught and explored vocabulary across the curriculum



- Reading Wall Challenge – Each class has a set of 40 high-quality books of different genres. Children are challenged to read their 40 books each year. Once a book has been read, children review or complete a quiz on this with an adult to show their understanding of the book.

Parental Partnership:

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; our expectation is that children read at home at least four times per 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. The system in place for changing books in Reception is that phonetically decodable books are changed weekly, parents also have access to Oxford Owl e-books which are also phonetically decodable and can be changed regularly as appropriate. More fluent readers are also provided with reading books to promote fluency and comprehension. These sit alongside the decodable books. In EYFS and Key Stage 1 where pupils are reading RWInc Phonics books, children change their books after they have completed the RWInc recommended three reads of the text.

Once children progress beyond the need for phonetically decodable books in KS1, they access the Oxford Reading Tree scheme books which are changed usually weekly in LKS2 and when completed in UKS2 (as these texts are longer).

All children across the school have access to Oxford Owl e-books which can be accessed by parents from home.

Reading diaries / records are used by parents to record their reading with their child and share and successes or concerns. 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;



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- 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.