



Reading

At Dallam Primary School we believe that reading is key to academic success and an invaluable life skill.

Intent

Our intent is underpinned by the following areas: prioritising reading, love of reading, programme and progress, books matched to sounds, phonics from the start, catch up quickly and early reading experts.

Intent:

- Reading is always given **a high priority** and is an integral part of the curriculum.
- Staff actively promote a **love of reading** by recommending books for children to read, sharing own viewpoints and modelling a love of reading.
- Children are encouraged to form opinions about books, recommend books to others and listen to the class story with interest.
- Corridor displays, working walls, library and classrooms promote reading.
- We ensure that our children **read widely** by following our carefully considered reading spine and the planning of a progressive range of Talk for Writing texts.
- Teachers plan lessons that facilitate **skilled questioning**, develop children's **fluency**, enhances **vocabulary** and improves **comprehension**.
- Teachers develop pupils' reading in **all subjects** to support their acquisition of knowledge.
- It is intended that children make a **strong start** in Early Years and we have high expectations for progress.
- Early Years environment promotes high quality, language rich adult-child interaction and a range of approaches to develop early reading.

- Our phonic programme allows us to have a consistent approach to terminology, an ability to carry out **rigorous and continuous assessments**, and ensures that **books are matched closely** to a child's current development.
- For those children that need extra support, **gaps are identified and addressed quickly**.

Implementation

When implementing our reading curriculum we are guided by The Reading Framework (updated 27th January 2022) and the following Education Endowment Foundation research recommendation documents:

- Preparing for Literacy – Improving communication, language and literacy in the early years
- Improving Literacy in Key Stage 1
- Improving Literacy in Key Stage 2

EYFS and Early Reading

A wide range of approaches to develop early reading begins with our language rich environment. High quality adult-child interactions are vitally important. Adults model effective language and communication using quality questioning using a range of strategies, for example:

- Tuning in - listening carefully to what is being said and what the child is doing
- Showing genuine interest –giving whole attention, eye contact and smiling.
- Asking children to elaborate – 'I really want to know more about this'
- Recapping – so you think that...
- Clarifying ideas –So you think we should wear coats in case it rains?
- Using encouragement to extend thinking –You have thought really hard about your tower, but what can you do next?

- Suggesting –you might want to try doing it like this
- Reminding –don't forget that you said we should wear coats when it rains.
- Asking open questions- how did you do? Why does this..? What happens next?

Vocabulary and spoken language is explicitly planned for by weekly sentence stems that all staff will use and practise with the children. Sustained shared thinking strategies are implemented by all adults in the EYFS setting.

Shared reading, storytelling, extending children's vocabulary, singing and rhyming happens alongside explicitly developing phonological awareness. Independent book sharing is encouraged in all areas as is self-regulation and comprehension modelling. A love for reading is fostered through books, role play and creating stories as a class. Talk for writing happens daily: story maps available around the classroom for children to return to and enjoy.

Phonic programme

Our focus is on pupils gaining phonic knowledge from the beginning. We use the phonic programme Read Write Inc consistently from Nursery to Year 2.

- In Nursery, Pre-phonics is implemented where children tune into sounds in a multisensory way.
- Set 1 Read Write Inc begin to be introduced ready for entering Reception.
- Within the programme, children experience daily phonic sessions and read a Read Write Inc book that closely matches to their phonic development. Additional sessions are also planned into the timetable for those who would benefit.
- EYFS-Year 1 – staff assess regularly to ensure groups are fluid and where there are gaps we do everything we can to ensure these children keep up eg. Extra phonic sessions in the afternoon, breakfast club and 1:1 RWI intervention. We don't wait for half termly assessment to recognise that 'keep up' intervention is needed for individuals
- Year 2 continue to use RWI as additional intervention for those who did not pass phonics and those who might need it in the lowest 20% of children.
- If children don't pass the phonics screening at the end of Year 2, then further assessment is made by our expert SEN teacher at the end of

Year 2. Analysis is made as to if other barriers are preventing progress or the child needs alternative strategies moving into Year 3. These children will continue to learn phonics as they continue their journey through school.

- Children learn to read using phonetically decodable books and are also introduced to Read Write Inc 'red' words (not phonetically decodable). Children take home a book linked to their stage in Read Write Inc sessions and also a book that included some more challenging non-phonetical words to share at home. Early reading:
- Our sequence of reading books in guided reading and home readers show a cumulative progression in phonics knowledge that is matched closely to our Read Write Inc programme and the National Curriculum.
- We give the children sufficient practise in reading and re-reading books that match the grapheme-phoneme correspondences they know both in school and at home.
- In Early Years we encourage a love of reading by also sending a book to be shared at home with parents.

KS1 reading structure

- Daily phonics in Year 1 and for those who did not pass the phonic screening in Year 2
- Additional phonic sessions or catch up programmes as an intervention where appropriate
- Daily guided reading session in addition to phonics and Read Write Inc lesson
- Daily reading of familiar stories and class novel by teacher
- Reading for pleasure where children choose from a box of familiar stories and a well-structured reading corner
- Frequent access to online platforms Oxford Reading Buddy

Guided Reading in Key Stage 1

In guided reading sessions, children are grouped according to their stage in reading, taking into account fluency and comprehension. Children will move fluidly between these groups as they progress. A wide variety of text types and formats are used throughout the year. Guided reading is structured with a focus on vocabulary acquisition at the beginning of each session where children are able to debug the spelling of new words and discuss meaning.

Sessions should help children to make connections within the text to their own lives and the wider world. Children are taught to summarise the text so far, make predictions or retell the beginning, middle and end. Teachers model fluency and reading behaviours. Children are encouraged to re-read the text for fluency. Teachers model fluency by choral reading, echo reading, taking into account phrasing, expression and pace..

The children that are not reading with an adult will be engaged in activities that range from:

- reading a familiar text to improve fluency
- engaging in phonics games
- preparing for the next session with a teacher/TA
- exploring vocabulary
- generating questions
- reading to find out about project work using library project boxes
- Oxford Reading Buddy

Daily whole class reading in Key Stage 1

In addition to the Talk for Writing cycle that children are engaged in to support written work, the teacher reads daily with the children. This is a session that is an integral part of our reading curriculum and is prioritised every day. The teacher will model reading behaviours, fluency, comprehension and generate class discussion. Children are encouraged to form opinions and make connections between texts with the teacher. In Year 1, the teacher will read and re-read a range of familiar texts which will then be available for children to enjoy in a 'familiar texts' basket in the book area.

In Year 2, the teacher reads longer chapter books with the children and as the children progress, the structure of whole class reading is introduced (VIPERS). There is explicit teaching of prediction, questioning, clarifying, summarising and activating prior knowledge.

Independent Reading

The books that children read independently in the classroom are matched to the sounds that children have acquired. Children are encouraged to choose from a variety of genres and explore books by the same author as part of our 'class author' section in the reading corner.

Home Reading

While children are learning to apply their phonetic knowledge they will take home a book that is matched appropriately. The book is closely matched to their phonic knowledge and can be read with ease. In Year 1 the children will also take a second book home at the weekend to be shared with adults, Parents are encouraged to read this book to their child and foster a love of reading.

Children expected to read regularly at home and discuss texts with parents. Books that children take home are wide ranging and of a high quality. We have high expectations for home reading and books are consistently monitored. Children are encouraged to read as often as possible and celebrated in assembly and on the newsletter. Parents are supported with questions to ask while reading with their child and invited to watch reading lessons in school. Where children have barriers to reading at home, parent consultation occurs. All children who are not yet reading at ARE will have an additional daily session where they read to an adult.

KS2 reading structure

- Daily reading using the format of whole class reading
- Daily class novel which is a prioritised part of the school day
- Additional phonic sessions or an alternative intervention where appropriate for individuals that have been targeted for catch up or did not pass the phonic screening test in Year 2
- Linked texts that have cross-curricular links
- Reading for pleasure, engaging in conversations about text preferences and recommendations

Class novel in Key Stage 2

The class novel continues to be an integral part of the curriculum and is prioritised every day. It is imperative that the children are read to every day for 15 minutes. The class novel is a challenging text. The children should be able to access it, but it is a text that many of the class could not sit and read cover to cover independently. The novel is different to the Talk for Writing text studied in class. In addition to the 15 minutes session each day, the class novel is studied twice a week. One session is to recap and summarise the text so far and make predictions. The other session is a longer reading lesson using the VIPERS structure).

VIPERS focuses on: vocabulary, inference, prediction, explanation, retrieval, summarising and sequencing (subscription to Literacy Shed).

Vocabulary is always explored.

Whole class reading and linked texts in Key Stage 2

These are three sessions per week in Year 5 and 6, and two sessions per week in Year 3 and 4. They are read as a whole class and have a structured approach:

The lessons begin with the reading. Teachers might read some of the text for modelling purposes, but children do the majority of the reading aloud.

The text is read aloud in a variety of ways:

- Basic reading aloud - children take sentences or paragraphs depending on text length/sentence length/proficiency.
- Echo reading - teacher reads exactly how text should sound and asks a child to 'echo it' giving constructive feedback as appropriate.
- Drop ins - if a child has not read aloud to the class due to proficiency, the teacher will 'drop in' with them during an activity and hear them reread part of the text.

Children then do a very short retrieval quiz (quick start). After this, any unfamiliar or potentially limiting vocabulary is explored and read around. This is accompanied with pictures where possible for a deeper understanding.

Deeper questions or activities are then be presented one at a time. These take three forms: individual thinking, partnered talk and solo work.

Individual thinking:

- One or two part questions that the children answer in their book as soon as either the teacher or another student has read the question aloud.
- Teacher circulates, checks answers over shoulders and addresses misconceptions - challenges children - why do you think that? How do you know?
- Children need to make reference to the text to support answers

- At the end, answers given orally and children agree/build on/challenge - time to correct and reflect.
- Modelling of how answer was found this will be sometimes the teacher and sometimes peers.

Partner work:

- Mostly done between two children and is structured by the teacher in a way that demands both children to have been given the opportunity to speak.
- Questions won't necessarily have a 'right' answer, for example discussion points and involves scripting answers together.
- Expectation should be on children to be able to give their answer and recall any different thoughts their partners had.
- Teacher should circulate, listen and interject or stretch where necessary.

Solo work:

- This is a longer task at the end of the lesson which is completed independently.
- Teacher may circulate the room and address misconceptions and live mark.
- The teacher may also pull in a group based on what they've seen so far to work with a small group as per guided reading strategies
- There is an opportunity for lots of discussion at the end of the lesson to agree, build on and challenge thinking.

Independent reading and reading for pleasure

Children are encouraged to engage in conversations about books and give preferences from an early age. Adults promote reading for pleasure and encourage a love of reading.

In Early Years and Key Stage 1, familiar books are always accessible in book areas and are updated regularly. Talk for writing and whole class reading encourages independence though the children's ability to read the text independently often from the memory of a repeated story.

Book areas are well-organised to include non-fiction texts to support the class current project and a wide range of fiction books. Fiction books are linked to the class author, whole class reading, reading for empathy and introduce children to a variety of genres. Familiar texts are included for children to enjoy revisiting.

From Year 2, children always have a book to hand to talk about. The range of texts that children choose is monitored on a wall display in Key Stage 2 where children and adults can discuss book choices.

Our poetry assembly happens every National Poetry Day and is a consistent part of our school calendar. Children enjoy performing a poem for the rest of the school in our National Poetry Day assembly. As part of our reading spine, we have a range of poems that have been selected for their variety and challenge as children move through school.

We invest financially in new books and the library service which allows teachers to continually updated books and ensure that termly project boxes are current and high quality.

Our book areas include:

- Range of high quality texts: range of genre, offer challenge and interest, diverse cultures, picture books, novels, poetry, plays, information texts, comics and magazines, children's own published texts.
- Clear organisation or texts: welcoming environment, area for children to respond to books read, resources to encourage retelling, word banks, phonic resources
- Books related to class project and wider curriculum.

Library

All classes have a membership at our local Dallam library and make use of the Cheshire Education library service. Staff consistently restock class library areas and books linked to subjects using the ELS. We have a well-resourced school library which classes visit on a weekly basis. Here you will find books recommended by teachers and children, the latest First News newspapers and changing book displays. Four children have completed a library training workshop at Cheshire Education Service Library in Winsford. Our librarians meet weekly with the English lead to continue to promote a love of reading across school and develop the library area.

Assessment

Formal assessment takes place every term where we can identify individuals or trends that need addressing. However, we are continually making assessments and where necessary interventions are put in place swiftly.

Early reading

- RWI phonics formal half termly assessment, guided reading and other opportunities where assessment for learning can be used

Year 2

- Alongside phonics, as the children progress more formal written comprehension work is introduced to assess. Flexible guided reading groups and assessment for learning will still be the main core of progress in reading.

KS2

- Testing is not the only way that we assess children. We intentionally use a range of teaching methods for reading in order to maximise the opportunities to assess reading at all times. For example, assessment for learning in whole class reading, class novel, discussing text in English lessons and Oxford Reading Buddy.
- Our online reading programme, Oxford Reading Buddy, gives diagnostic analysis of children's progress

Our assessment document allows teachers to look forward or back at year groups, and ensure that all of the curriculum is covered. A mastery approach allows teachers to prioritise certain aspects of the reading curriculum and repeat this one focus until achieved instead of trying to teach all aspects of reading at once.

Continuing into KS2, children's books are also matched closely to their ability, comprehension and fluency. Home reading books are organised effectively in classrooms to ensure children read an appropriate level book. Older children keep a record on a working wall showing which books that they have read. This allows adults to keep abreast of the range of genres children are reading, make suggestions about further reading and encourage a love of books.

All year groups are in continual conversation through pupil progress meetings and SEN team monitoring to establish focus groups for catch up programmes and specialist 1:1 learning.

Where children require extra support:

- All staff are aware of those children who have additional needs or are in the lowest 20% for attainment. All classes use 'the simple view of reading' to plot the specific areas for development and targets for each child.
- If specific needs are identified through teacher observation and pupil tracking, more specific assessment may take place: including YARC, B Squared and dyslexia screening tests. These will be used to identify gaps in learning and to put together an intervention plan to be delivered by the class teacher, teaching assistant and / or SEN teacher as appropriate
- Interventions will be tailored to the child's individual needs and may include: multi-sensory work on phonics and reading common exception / high frequency words, reading high interest/low ability texts, inference work and comprehension work. Interventions are closely monitored in terms of delivery and effectiveness and reviewed each term.
- All children with an SEN need have access to Nessy, a multi-sensory online learning programme for reading and spelling. If appropriate they also have access to special equipment such as coloured overlays, visualisers, enlarged texts, dyslexia friendly dictionaries, reading prompts and reminder cards and high interest low ability texts or specialist texts from the library service.

CPD and experts:

- The English lead, SEND teacher for reading and phonic expert attend training and communicate effectively with staff.
- All staff have accessed either Read Write Inc training or been supported by our phonic lead in school.
- Our phonics expert models lessons, observes, coaches and advises where required or requested.
- There is a model lesson recorded and available on our shared drive for staff to make reference to.
- We have a number of TAs who have delivered the programme for many years and have been observed as a model for other schools.

- Where staff move year groups, there is an excellent core of teachers and teaching assistants to call upon for advice and this is actively encouraged.

Impact

At Dallam Primary School it is our aim is for children to make a strong start in Early Years and become fluent readers by the end of Key Stage One. The result of our strong focus on phonics in early reading using our effective Read Write Inc programme will be measured against reading attainment nationally. Attainment in The Phonics Screening Test at the end of Year One will be in line with or above national average. In Key Stage Two children will continue focus on developing their fluency and comprehension as they move through the school. Attainment in reading is also measured using the statutory assessments at the end of Key Stage One and Two which will be in line with or above national average. However, reading is the key to learning across the curriculum, so the impact of children's reading goes deeper and beyond the results of the statutory assessments. We promote a love of books and a culture rich in reading. We nurture resilience, curiosity and imagination. The children of Dallam Primary School will leave for their next stage of education, articulate, knowledgeable and a lifetime of memories of the books that they have enjoyed.