

Askwith Primary School

Reading (including phonics) rationale

Our curriculum offer for reading begins in Early Years. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

Reading consists of two dimensions: word reading and comprehension. Our planning, teaching and assessment of the curriculum for Early Years to year 6 is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In reading, we recognise the 'must haves' as knowledge of grapheme-phoneme relationships, word knowledge (vocabulary and domain knowledge) and a positive self-image as a learner. We recognise the 'could dos' as phonics and reading lessons and retrieval practice for knowledge and skill. We know that the principles of cognitive science and memory directly inform how we teach reading. It is vital that we immerse all children (this includes SEND, EAL, PP and vulnerable children) in vocabulary and language from an early age, we build their phonic knowledge systematically and develop their fluency and automaticity. Once children are reading with automaticity, their working memory is free to hold information about the text and to be able to understand what they are reading. Quality teaching of early reading is essential for children to develop competence, fluency and automaticity when decoding and recognising familiar and unfamiliar words.

Our EYFS unit provides vocabulary and language rich opportunities for nursery and reception children. We know that vocabulary knowledge is built up cumulatively and we recognise this through the provision and experiences provided.

Phonics is taught systematically in reception and key stage 1 classes. We use Pearson's Phonics Bug; a systematic synthetic phonics programme designed to teach children to read and write. Children learn the 42 letter sounds of the English language through a multi-sensory approach. They are then taken

through the phases of blending and segmenting words to develop reading and writing skills. There is an expectation that all children will be fluent readers having secured word recognition skills by the end of key stage one. We adopt a determined approach to teaching phonics and reading to ensure that all children have the fluency and automaticity required to access all reading material.

Transitions from year groups are well planned and pupils' fluency and comprehension continues to be systematically developed across KS2 through a wide range of high quality reading material.

At Askwith Primary school, we also use Pearson's Bug Club as our reading scheme from Class 1 onwards.

Reading Curriculum: intent and implementation 2022-2023

Intent	Implementation
<p>Quality of EY Development 3. New staff have a strong understanding of:</p> <ul style="list-style-type: none"> • Early Years Statutory Framework • Development Matters • Reading and vocabulary provision in EYFS <p>Personal Development 3. Increase leadership opportunities across the school for all pupils</p> <p>Ongoing Knowledge across the whole reading curriculum to continue to be built systematically and embedded in the long term memory of all pupils</p> <p>Monitoring and evaluation continues to be robust and role of TAs developed in the process</p>	<ul style="list-style-type: none"> • Staff meeting agenda of weekly meetings created for each term re: high quality practice • EYFS observation timetable for autumn (R&N phonics and maths) for all staff • TAs in EYFS to observe OB teach: R & N storytelling, phonics/phonological awareness, maths, UW/EAD 1:1 readers • Endpoints displayed in the classroom and on note-taking documents • Y6 reading ambassadors to run Reading Cloud • Check all knowledge is embedded from previous year • Staff meetings to ensure that essential knowledge identified in class LTP is being built/retained at appropriate pace • Impact of progression documents/knowledge checks/learning journeys regular item on staff meeting agenda • Teaching the unit: update monitoring and evaluation timetable

Enhancements/leadership opportunities

Robustness of reading provision ensures that all pupils are on track to meet endpoints and have a love of reading

All staff to have an excellent up to date knowledge of reading/oracy/vocab provision throughout the school

Subject rationales are updated where relevant

All staff up to date knowledge of dialogic/cognitive science principles

The planning, teaching and assessment of the English curriculum is informed by the nine principles of cognitive science (Daniel Willingham)

- Curriculum Enhancements: rolling programme agreed by all staff (subject leaders to review for balance Autumn 1) - opportunities for public voice and pupil leadership e.g. debate club
- Reading: update programme of monitoring and evaluation
- Refresher session: Phonics Bug/Bug Club for parents/grandparents early in autumn 1 - non attendees targeted
- Timetable of supervision of book clubs created
- Staff refresher CPD training (September 2022) on reading/oracy/vocab provision (Revisited July 2023)
- Evidence informed practice continues to inform effectiveness of subject rationales
- Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking
- Factual essential knowledge is taught before the skill
- Working memory capacity and the alteration of long term memory is considered when planning and teaching (planned thinking time, recalls)
- Connected knowledge, particularly knowledge of vocabulary is built on to deepen understanding
- Prior knowledge is assessed, misconceptions addressed and new knowledge builds on pupils' connected knowledge
- Pupils have opportunities to deliberately practice newly acquired knowledge and become fluent
- Pupils articulate how they know more, remember more and therefore do more

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| | <ul style="list-style-type: none">• Instil a growth mindset ethos by talking about successes and failures in terms of effort not ability |
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Parental Involvement

Research shows that parental involvement in their children's learning positively affects the child's performance at school (Fan & Chen, 2001), leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Melhuish, Sylva, Sammons et al., 2001).

At Askwith Primary School, we encourage parents to attend relevant meetings and workshops to help them to support their child at home. We hold meetings annually that focus on the whole school curriculum, including the reading curriculum and how to support their child at home.

In addition to this, we work with parents in EYFS and KS1 to support reading by holding 'Come and read' workshops in autumn term. These workshops allow for parents and grandparents to listen to their child read in their school setting and also creates an opportunity for them to have open discussions with teachers about how to support reading.

Due to COVID-19, we aim to deliver the same support to parents but in alternative ways (in line with Government guidance) e.g. online delivery of meetings.

All children, from Reception to year 6, have a reading record. Children are expected to have their reading records in school and to take them home every day. We maintain high expectations that all children should be reading and re-reading their home reading books for ten minutes every day and have stories read to them at home. Parents in EYFS and KS1 are expected to write comments in their child's reading record to show that they are reading daily and as a way of communicating, when appropriate, with their child's teacher about their reading. In KS2, children are expected to take more responsibility and record their own books and responses to books.

Reading for Pleasure

At Askwith Primary School, we have a strong ethos around the importance of reading. We have a determined approach towards teaching reading and we also recognise that children need to have vital opportunities to read for pleasure. Every day, EYFS and KS1 children have 15 minutes to read for pleasure and KS2 children have 20 minutes to read for pleasure. During this quiet and relaxed time, they can choose to read their home reading book or books available in their classrooms independently or with adult support where appropriate. For children who are not yet fluent, this is an opportunity to practise reading aloud to an adult, independently reading a copy of their home reading book or to simply enjoy the range of

materials, e.g. how to select and enjoy the format of a magazine. We want all children to experience the pleasure of free choice during this time. Adults in the classroom also read a book of their choice as a way of modelling this practice. This includes the recommended reading books, as we believe it is vital for all adults to have good knowledge of the literature available to the children in their class. Across the school, every Tuesday and Thursday, time during the reading for pleasure session is dedicated to reading a poem by the class poet (poets chosen termly, see progression of genres). Every Wednesday across the school, pupils are given time to move around their classroom to talk to their peers about the book they are reading and to give recommendations. In Early Years during the first autumn half term, reading for pleasure initially is a time for children to listen to and join in with nursery rhymes and then access all books in provision. Book handling skills are modelled by all adults. Book handling skills include:

- Sitting with a book for a sustained time
- Holding the book the correctly (orientation of book)
- Turning the pages
- Responding to things they see (pictures or text)

From the second autumn half term, children access all books and story telling provision as a carousel of reading. Each day the carousel includes at least three of the following:

- Hearing a story read aloud by an adult
- Reading a book of your choice to an adult
- Story telling using story stones, puppets etc.
- Hearing and singing rhymes and songs
- Reading to a peer
- Reading independently

In addition to this, each class enjoys listening to a class story daily. These books are chosen carefully in order to expose children to a broad range of vocabulary and to provide purposeful opportunities to discuss important aspects of British values, mental health and well-being and citizenship, thus developing children's cultural capital. On occasion, the class story can be one of the recommended reading books in order to raise the profile of these books and allow opportunity for children to re-read the book after hearing it aloud.

To promote reading for pleasure further, storytelling club for each key stage takes place every morning. Children can read quietly, in pairs or be read to by an adult. There are a range of different reading materials that the children can access and explore such as comics, magazines and books.

In the Early Years, reading and storytelling are further promoted through the provision areas: storytelling area, indoor reading area and outdoor reading area.

Libraries

At Askwith Primary School, we have an infant library and a junior library. Fiction and non-fiction books in the junior library are catalogued using Reading Cloud. Book Club is held every Wednesday lunchtime for EYFS and KS1 children. KS2 children have time in the junior library during lunchtime break. This time is an opportunity for children to enjoy the library and access the books with adult supervision. Our reading ambassadors are given responsibilities in the library areas such as, returning books and maintaining a tidy and inviting environment.

Literature

Through reading and chosen literature in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary, thus addressing vocabulary gaps, and allows children to explore and appreciate our rich and varied literary heritage. Our children experience a range of carefully chosen literature:

- Home reading books

Depending on ability, children access banded books, free readers or junior library books to read at home. Our banded books are from Pearson's Bug Club reading scheme and are very closely matched to children's phonics ability. We encourage children to read and re-read these books in school (published books) and at home (Bug Club's e-library) to secure their phonics knowledge and build fluency and automaticity. When children have developed the ability to read with fluency beyond lime book band, they transition to free readers - books from a particular section of the junior library. Free readers allow the children to choose books based on their own interests within the constraints of age-related texts. We use the Lexile Range to determine and ensure free readers are age-related and aligned to children's ability. When appropriate, children transition onto junior library books. The children can choose books based on their interests and can be monitored using Reading Cloud library system. Alongside instructional books, children can also choose books from the libraries and recommended reading book lists to take home. These books are for either reading independently or reading with an adult at home, depending on the child's ability.

- Guided/group reading books

Guided reading books are chosen to align with children's phonics ability. Pearson's Bug Club books are used in adult guided sessions and are chosen to match the readers' phonics ability and allow opportunity for the explicit teaching of reading (decoding and comprehension) in small groups orally and in written independent forms. As children become more independent and participate in group reading comprehension, the books/texts chosen are matched to the children's reading ability. They access the text as an independent group and demonstrate their comprehension skills in written form. These books/texts are chosen based on Pearson's Bug Club reading scheme book bands (year group and term) and guided by the Lexile Range. Any non-fiction books chosen during guided/group reading sessions are aligned to the

curriculum where possible, e.g. 'Why Does Lightning Flash? And Other Facts About Electricity' is a non-fiction book for year 4s and is linked to the science topic electricity.

- Books in provision/reading areas

Each class has a reading area that includes a live reading display, reading strategies, questions for children to respond to in their reading records, age-related recommended reading books, non-fiction books that are related to the current topic and books linked to the Global Theme. These books are listed on knowledge mats in years 1 - 6. KS2 classes also have 'First News' and 'The Week' available (topical newspaper and magazine). In EYFS and KS1, these reading areas also include reading provision; decodable fiction and non-fiction books, decodable non-fiction books created by the children and non-decodable books that cater to children's interests that are labelled so children are aware that an adult will read that book to them. All non-fiction material that is used in KS1 in science and non-core subjects is matched to the children's phonic ability.

- Recommended reading books

In order to expose our children to a range of high quality literature, each year group has a list of ten recommended reading books. Recommended reading book lists have been selected from various awards lists, such as Children's Book Awards and therefore include classics and modern classics. Books are also chosen based on their links to British Values and how they might purposefully embed other subjects. For example, 'Dogger' by Shirley Hughes reinforces the unit of knowledge about toys from the past in KS1 history. The Lexile Range guides the age group the book is suitable for. Children are expected to choose 6/10 of these books throughout the year. To ensure all children have the opportunity to access these books, teachers monitor the selections made and if they know a book is too difficult for a particular child, they will advise parents to read the book to the child in addition to their home reading book. These books may also be selected for class story time which allows opportunity for children to re-read the books after hearing them aloud.

- Our Four Rs books

In order to thread SMSC throughout our curriculum, we have ten books assigned to each class that are our 'Four Rs' texts. These books have been carefully chosen to expose all pupils to different cultures, traditions, religious beliefs, moral issues, societies and communities. During daily story time, important issues are explored and discussed in a safe and nurturing environment.

Teaching of phonics

We use Pearson's Phonics Bug; a systematic synthetic phonics programme that builds pupils' essential phonic knowledge and skills:

- blending decodable words
- reading of tricky words or common exception words
- segmenting decodable words

- spelling of tricky words or common exception words

Phonics lessons are taught for 20 - 40 mins (depending on year group) daily following Phonics Bug planning. Phonics Bug follows a multi-sensory approach using songs, rhymes, actions, concrete and visual aids to introduce and consolidate phonic knowledge. Lessons follow a four-part structure; revisits, teach, practise and apply. Children who have gaps in their phonics knowledge or have forgotten phonics knowledge are targeted immediately (same day) to ensure gaps and misconceptions are securely addressed. All EYFS and KS1 teachers including support staff across the school receive regular phonics training by external providers and the English Lead. Phonics lessons are regularly monitored by the English Lead to ensure quality teaching that is consistent with the school policy.

Teaching of reading

At Askwith Primary School, we have developed an approach to teaching reading that systematically develops phonic knowledge, fluency and automaticity and comprehension. To supplement daily phonics lessons in EYFS and KS1, time is also designated to hearing individual children read regularly. We also teach reading through guided reading and group reading comprehension. Transition from guided reading and group reading comprehension allows children to become more independent once they have developed their fluency and automaticity. A range of reading strategies are taught explicitly and consistently from EYFS to year 6.

- Individual reading

Teachers and teaching assistants listen to children read individually. The frequency of this is determined by the year group and the individual child's needs. All children who are reading a banded home reading book are listened to read by an adult daily. The purpose of these sessions is to allow opportunity for children to apply their knowledge of phonics, reading/comprehension strategies and comprehension skills (see agreed reading/comprehension strategies). These intensive sessions develop children's fluency, automaticity and basic comprehension.

- Guided reading/Group reading comprehension

Across the school, reading is taught every day. In KS1 and KS2, children participate in daily and weekly group reading comprehension. In EYFS, daily and weekly guided reading sessions begin in spring term. Across school in the first instance, children are taught comprehension skills; questioning, visualising, clarifying, inferring/predicting and summarising (see reading progression document). These skills are taught within the autumn term and then applied throughout the year. This approach allows us to build on knowledge and diagnose misconceptions. For example, when teaching children how to summarise, this may flag up particular children who read with fluency however need additional support when finding the main idea of the text. Alongside this, children are taught reading and comprehension strategies (see agreed reading/comprehension strategies). All strategies and skills are reinforced and applied at any reading opportunity across the whole curriculum.

All guided and group sessions begin by addressing vocabulary and discussing the prior knowledge of the content required. For example, if a group are reading a non-fiction book about camouflage, the children need time to activate prior knowledge of the content and explore unfamiliar vocabulary prior to reading the text. The unfamiliar and/or subject specific vocabulary is recorded on the 'what do words mean?' display and in the children's vocabulary books. This vocabulary is addressed again during vocabulary lessons at the end of the week.

Guided reading is adult led in EYFS and KS1. Children transition to group reading in year 2 and 3. Guided reading may remain appropriate for some children including SEND children throughout EYFS, KS1 and KS2.

During guided reading, children work in small groups (driven by ability) and read the text together. This can be a combination of the adult modelling to the children, children reading in turn and supporting one another or children reading independently, aloud or quietly. The book is carefully chosen to align to children's phonics ability. Children orally answer questions about the text. In the first autumn half term, these questions specifically focused on a particular comprehension skill. Throughout the rest of the year, these questions will check children's knowledge and application of all comprehension skills. In KS1, guided reading involves a carousel system. When children are not reading with an adult, they participate in purposeful phonics or comprehension consolidation tasks. This includes tasks such as, applying irregular words/tier two vocabulary to sentence writing and matching captions and pictures to consolidate previously learned phonemes.

As children become more fluent and independent readers, they transition into group reading. They work collaboratively in groups to read the book/text suitable to their ability and answer variations of comprehension questions in written form. In the first instance, children work in mixed ability groups. When the comprehension skills have been taught, children then apply these skills in appropriate ability groups. The book is carefully chosen to align to children's reading ability but also to provide an effective level of challenge and extend children's reading capabilities. In KS2, choice of book/text is supported by using the Lexile Range and Pearson's Bug Club reading scheme. Across the whole school, the children are taught active reading strategies so that when they are not reading aloud they can continue to demonstrate their engagement, such as tracking with their finger or supporting the use of reading strategies.

Guided/group reading is based on a model of competency and allows for the children to be supported as novice readers to become fluent, competent, independently readers.

Questioning (oral and written) during guided and group reading sessions are based on Bloom's Taxonomy to ensure questioning is appropriately targeted.

Any child that is significantly working towards or exceeding expectations and is therefore unable to work within a group of children of similar ability, work individually during these sessions (supported or independently) to ensure their needs are being met.

Assessment of phonics and reading

Assessment is at the heart of our curriculum. We employ a range of assessments to identify gaps in knowledge and to check pupils are able to use retained knowledge in more formal assessments.

Phonics

Phonics is assessed throughout the year at regular intervals using the Phonics Bug guidance. Assessment of phonics is administered in year 3 to ensure that transition between KS1 and KS2 is seamless and also to provide further support, where appropriate, to ensure that all children become fluent readers. Teachers plan and teach phonics lessons in September based on the outcomes of the baseline assessment, which include the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge.

The September baseline assessments for each year group are:

Reception: phonological awareness assessment to check their understanding of everyday sounds, syllables, rhyming words, oral blending and oral segmenting

Year 1: the first 20 questions of a Phonics Screening Check and Phase 2-4 Phonics Bug assessment

Year 2: Phonics Screening Check and Phase 2-5 Phonics Bug assessment

Year 3: Phase 2-5 Phonics Bug assessment

Once any gaps in their knowledge of phonological awareness are taught, the children begin learning the appropriate phase sounds. In order to ensure that the whole class approach can be maintained throughout the year, regular formative assessments are administered to inform planning of same-day interventions and catch-up Rapid interventions. These include the use of 'mini knowledge checks' or 'revisits' at the start of every phonics lesson. Upon completion of each phase in phonics, the children complete a Phonics Bug summative assessment. Two weeks after the phase has been taught, pupils complete the knowledge check/end of phase assessment for a second time. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks/end of phase assessments are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'.

Reading

Reading is assessed at the three data collection points (September, February and June). In all years, from reception to year 6, reading ability is formatively assessed using running records. Running records assess and monitor the fluency of reading (checking accuracy, speed and prosody) and provide teachers with evidence to support (along with evidence from phonics lessons) when a pupil moves onto a new book band or section of the junior library. At each data collection point, running records indicate if a child completes reading assessments

from previous year or from current year. Reading assessments check knowledge of the comprehension skills (how to question the text, clarify information, visualise parts of the text, make inferences and predictions and summarise what they have read) when reading fiction, non-fiction and poetry.

Running records are continued to be used as a formative assessment throughout the year for years 2 upwards. Formative assessments of fluency and comprehension take place on a daily basis when teachers hear individual children read one-to-one, during daily guided/group reading lessons and during weekly guided/group reading lessons (including storytelling lessons in EYFS).

To further monitor reading, the lowest 20% readers in each year group are listened to read termly by the English Lead and Headteacher. On a monthly basis, all teaching staff listen to all children in Reception and KS1 read in order to moderate, monitor and track children's reading ability.

We believe that it is important that children in Y2 and Y6 are assessed using standardised tests so that they are familiar with the format and structures which they will be exposed to in the SATs.

Challenging the more able

Daily phonics booster sessions are timetabled in EYFS and KS1 for children who need same-day intervention. These sessions can also be used to develop and deepen more-able children to access greater depth within the expected standard. During guided and group reading, we use banded books to ensure that the texts we use are well chosen to challenge and extend children's reading capabilities. Questioning (oral and written) during guided and group reading sessions are based on Bloom's Taxonomy to ensure questioning is appropriately targeted.

SEND children and children who are working towards the expected standard

At Askwith Primary School, we have a determined approach that all children will meet the expected standard or exceed the expected standard in reading unless they have a specific need. We regularly monitor and track our children's reading ability through formative assessments. We ensure that any gaps in knowledge or forgotten knowledge is addressed immediately (same day). Daily phonics booster sessions are timetabled in EYFS, KS1 and KS2 for children who need same-day intervention to consolidate and secure gaps in their knowledge. Any child in year 3 who demonstrates that they do not have secure phonics knowledge, continue to have daily phonics lessons and adult led guided reading sessions.

If any child is not meeting the expected standard, the following interventions are considered and implemented immediately:

- Extra opportune deliberate practice of phoneme flashcards
- Phonics Bug same day consolidation session
- RAPID phonics

- 1:1 daily reading
- Extra Reading Plus

Reviewed September 2022