

Askwith Primary School

Reading rationale

Our planning, teaching and assessment of the curriculum 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 and a positive self-image as a learner. We recognise the 'could dos' as phonics and reading lessons, retrieval practice for knowledge and interleaving.

Reading consists of two dimensions: word reading and comprehension.

Quality teaching of early reading is essential for children to develop competence, fluency and automaticity when decoding and recognising familiar and unfamiliar words. Phonics is taught systematically in EYFS and key stage 1 classes. We follow the Letters and Sounds approach as outlined in 'Letters and Sounds: Principles and Practice of High Quality Phonics', found in the Primary National Strategy 2007. We use 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 use Pearson's Bug Club reading scheme as our main reading scheme from Class 1 onwards. This is supplemented with different reading materials.

It is very important that we do as much as possible to remediate the learning loss suffered by the missed months of schooling. In the first instance, assessment information should enable us to answer the following questions:

1. Have our pupils lost knowledge gained pre COVID-19? If so, how can this learning loss be mitigated?
2. Have our learners lost knowledge during closure/non-attendance? If so, how can this learning loss be mitigated?

Our aim is to assess all children's decoding skills on return to school and implement our determined approach to ensuring that all children are on track or have the appropriate interventions in place that means they are decoding at age related expectations. Throughout the year, comprehension skills will be taught and we will ensure essential lost learning from school closure is secure before moving onto the teaching and learning of new knowledge.

Intent	Implementation	Impact: to be reviewed at the end of each year
<ul style="list-style-type: none"> • Mitigate any learning loss of knowledge gained pre COVID-19 • Mitigate any learning loss of knowledge due to school closure/non-attendance • The planning, teaching and assessment of the English curriculum is informed by the nine principles of cognitive science (Daniel Willingham) 	<ul style="list-style-type: none"> • Assessments including connected knowledge will revisit knowledge lost that was gained pre COVID-19 and knowledge lost due to school closure/non-attendance (reading, writing, grammar and spelling) • Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking • Factual essential knowledge is taught before the skill 	

<ul style="list-style-type: none"> • The English curriculum is rooted in the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life, therefore addressing social disadvantage and injustice. All pupils have the cultural capital to be educated citizens • Reading and writing knowledge, ideas and 	<ul style="list-style-type: none"> • 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 • Pupils have opportunities to deliberately practise newly acquired knowledge • Instil a growth mindset ethos by talking about successes and failures in terms of effort not ability • Pupils articulate how they know more, remember more and therefore do more 	
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operations are the focus in KS1

- Reading for pleasure is promoted across KS1 and KS2
- The English curriculum provides an inter-disciplinary cross-curricular approach, which makes meaningful connections between subjects. These natural links enable pupils to develop creativity across the curriculum
- Knowledge and skills are well sequenced and develop incrementally
- Teacher subject knowledge enables all pupils to achieve their potential
- All pupils (unless it is justifiable) are able to read to an age appropriate level and fluency. All pupils (unless otherwise specified) can access the curriculum and are not falling rapidly behind their peers. Teachers are experts in the teaching of reading. There is strong evidence that pupils' comprehension, knowledge, vocabulary and ideas are developing as they should towards endpoints

- Monitor the blend of substantive/disciplinary knowledge
- Use of English ladders and planned recalls
- Audits of subject knowledge and needs across the curriculum
- Book Band Books system used, regular running records, yr group list of 'must reads' throughout the year, updated reading record book, timetables show regular story sessions, phonics/reading audits carried out by English subject leader
- Pupils are read to frequently, pupils introduced to horizontal/vertical vocabulary across the curriculum with sufficient contextual exposure, all classes have 'What do words mean?' display which is added to regularly, all classes have vocabulary books which are used across the curriculum, vocabulary to develop disciplinary knowledge will be introduced across the curriculum (planned for in the first instance)

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 listen to your children reading in school' workshops every 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 and workshops.

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 morning, children have 15 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. Adults in the classroom also read a book of their choice as a way of modelling this practice.

In addition to this, each class enjoys listening to a class story daily. These books are carefully chosen 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.

To further promote reading for pleasure, reading club 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.

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. To encourage use of the infant library, book club is held every Wednesday lunchtime.

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 take home banded books, free readers or junior library books. 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 and at home to secure their phonics knowledge and build fluency and automaticity. When children have developed fluency, 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.

- Guided/group reading books

Guided reading books are chosen to align with children's phonics ability. Oxford Reading Tree Books are used in adult guided sessions and are chosen to challenge the readers' phonics ability and allow opportunity for the explicit teaching of reading (decoding and comprehension) in small groups. As children become more independent and participate in group reading comprehension, the books/texts chosen are matched to the children's reading ability, so they can access the text as an independent group and allows for challenge through questioning. 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.

- 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 and non-fiction books that are related to the current topic. 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 '100 books to read by end of primary school' (published by TES, 2015) and therefore include classics and modern classics. 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 it too difficult for a particular child, they will advise parents to read the book to the child in addition to their home reading book.

Teaching of phonics

Teaching of phonics helps pupils to build essential phonic knowledge and skills:

- blending decodable words
- sight reading of high frequency and tricky words
- segmenting decodable words (including high frequency words)
- spelling of tricky words

Phonics lessons are taught daily. We alternate weekly between a blending/reading focus and a segmenting/spelling focus. Phonics is taught through a multi-sensory approach. We use 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 (who have received relevant training) 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 regularly. The purpose of these sessions is to allow for children to apply their knowledge of phonics and learn reading and comprehension strategies (see agreed reading and comprehension strategies). These intensive sessions develop children's fluency, automaticity and basic comprehension.

- Guided reading/Group reading comprehension

Across school in the first instance, children are taught comprehension skills; questioning, visualising, clarifying, inferring/predicting and summarising (see reading ladders). These skills are then applied throughout the year. This approach allows us to build on knowledge and diagnose reading difficulties or 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 and 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. Unfamiliar and/or subject specific vocabulary is identified by the children and time is given to allow children to develop their understanding of this vocabulary.

Teachers lead guided reading for children on banded home reading books. 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 but also to provide challenge and extend children's reading capabilities. Children orally answer comprehension questions. 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.

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.

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 working towards or exceeding expectations, therefore cannot 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. It provides pupils with feedback on their learning during lessons. We employ a range of assessments to identify gaps in knowledge before the start of work units and to check pupils are able to use retained knowledge in more formal assessments. We support pupils to remember more by planned recalls with low stakes quizzes in all subjects. Monitoring of work scrutiny is used to evaluate how effectively pupils are able to consistently "draw-on" knowledge in new work. Our ultimate goal is that essential knowledge in all subjects will be in pupils' long term memory. Although we use a range of diagnostic assessments to support pupils' building of knowledge, we do not teach to the tests.

At Askwith Primary School, learning always starts with the children's prior knowledge and any misconceptions they may have. In EYFS and KS1 this is undertaken using formal assessments of children's phonic knowledge and skills. These formal assessments take place three times throughout the year. Formal phonics assessments consist of:

- Blending: individual sounds and letter names, oral blending and segmentation and York blending for phases 2-5 (adapted), words containing suffixes
- Reading HFW: first 100 HFW including tricky words and next 200 HFW
- Segmenting: first 100 HFW including adapted words (recorded in written form or with magnetic letters)

- Spelling: Tricky words (recorded in written form or with magnetic letters)

The outcomes of the baseline assessment inform the teacher's planning and teaching. Children are taught in groups, however these groups are not fixed and may change based on ongoing formative assessments to meet each child's need. Recalls are implemented once a 'block' is completed (see phonics tracking overview). Recalls are planned two weeks after the 'block', then six weeks then twelve weeks later.

In addition to formal phonics assessments, reading comprehension assessments are administered at the three data collection points in KS1 and KS2. Years 2 and 6 use past SATs papers and Years 1, 3, 4 and 5 use NFER assessments. Running records are frequently used to frequently assess, when required, the appropriate book band required to ensure fluency and extend pupils' reading capabilities.

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. (See Assessment in English policy for further information.)

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.

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 and KS1 for children who need same-day intervention to consolidate and secure gaps in their knowledge.

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

- High Frequency Words - reading (flashcards)
- Inference training
- Paired reading
- 1:1 daily reading
- Extra Reading Plus
- Active literacy

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