

Askwith Primary School

Reading (including phonics) rationale

'Reading is fundamental to education. Proficiency in reading...is vital for pupils' success.'

The Reading Framework, 2023

This is why we are committed to providing our children with a highly prioritised and high quality reading curriculum. Reading consists of two dimensions: word reading and comprehension. 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 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).

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.

Teaching of reading including early reading

Reading lessons are comprised of the **teaching of word reading** and the **teaching of comprehension**.

- Teaching of word reading:

At Askwith Primary School, 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 progression of sounds and irregular words. 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 phonic 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 comprehension:

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.

During guided and group reading, we use banded or age-appropriate 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.

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).

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 creates an opportunity for them to have open discussions with teachers about how to support reading.

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, all 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. 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. Across the school every Tuesday and Thursday, time during the reading for pleasure session is dedicated to reading a poem by the class poet. 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 and 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.

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. 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. 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 'R's 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.

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.

Reading Improvement Priorities

Reading will be monitored throughout 2024-2025 to identify any emerging priorities.

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