



Reading Subject Statement

*This document supports the school vision
Caring For Others And Courageously Striving For
Excellence*

Intent

At Long Wittenham CE Primary School we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them. It provides a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. It begins with spoken language and vocabulary skills as these provide children with the language comprehension needed to understand what they are reading. Our curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers. We adapt our approach to the teaching of reading in Key Stage Two as children become fluent, independent readers. Through a whole class reading approach, children are immersed in high quality literature that challenges their thinking whilst developing their comprehension skills. It is through this level of challenge that we aim to develop inquisitive readers who question what they have read and develop a life long love of reading as a result.

Implementation

Spoken Language

Language Development in the EYFS

Language skills play a pivotal role in each child's development and underpin progress across the curriculum. As such development of communication and language skills are at the heart of the EYFS curriculum and are central to all aspects of teaching and learning within our Reception class.

Our Reception Classroom provides a language rich environment that allows children to build both their receptive and expressive language skills through constant exposure to high quality language as well as through explicit teaching of vocabulary and language comprehension. Skills are developed through:

- High quality back-and-forth interactions with adults and peers
- Active engagement in a range of texts, such as stories, non-fiction, poems and rhymes.
- Extensive opportunities to use and embed new words in a range of contexts

To identify children who may need additional support with their language development, on entry to Reception all children are assessed using the language screen Well Comm. This builds upon information given to us by our main feeder Pre-school where they also use Well Comm as a language screen and intervention programme. Any common areas of need are made a focus of whole class provision and specific needs are followed up through small group or one to one support.

Speaking and language Skills in KS1 and KS2

Pupils are given frequent and varied opportunities to speak and listen in a range of contexts. Paired, small group and whole class discussions are part of most lessons and talk for writing forms part of planning, preparation and editing written work. There is a focus on language acquisition during reading sessions where new words are highlighted and discussed. Subject specific vocabulary is explicitly identified and taught during these lessons.

Phonics and Early Reading

Phonics and Early Reading are taught using *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code,

mastering phonics to read and spell as they move through school. At Long Wittenham CE Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and sound Revises expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Guided Reading in Early years and KS1

- In Reception, Year One and Year Two, we teach children to read through group reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately four children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids provided by the programme. In Year Two, when the children are moving away from fully decodable books, books are chosen through assessment of fluency and comprehension skills.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.

- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Home reading in KS1

Each child will take home their reading practice book (decodable in R/1) after it has been read in school three times. This ensures success is shared with the family and gives children additional practise to work towards fluency.

Reading for pleasure books also go home for parents to share and read to children.

We hold a reading and phonics workshop for parents each year to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision.

Reading in KS2

In Key Stage two, children take part in daily, whole class reading sessions. Our underlining principles for a good reading session are outlined below:

- A high quality piece of children's literature, that will challenge all children, is selected as the focus of the sessions. It should be at a level beyond that at which they can read independently, as specified in the English national curriculum. We plan these texts across the whole key stage to ensure challenge and progression.
- The learning objective for each session is carefully selected to ensure coverage of all reading domains. Children are introduced to correct terminology for each reading domain and are expected to understand which domain they are working on.
- The teacher reads the text to the class, modelling fluency, intonation and comprehension, and pupils follow the text with their own copy.
- The teacher uses skillful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text. Sentence stems may be used to support children to answer questions.
- Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by themselves. Pupils will have access to the same activities and levels of questioning but with differing levels of support provided depending on pupil needs.
- The teacher makes assessments at the end of the lesson to inform planning of future sessions

In order to avoid 'cold reading', whilst still maintaining opportunities to hear children read, teachers will use the following strategies during lessons:

- Ask children to read an extract after they have had the opportunity to read it on their own or following on from modelled good practice by the teacher.
- Ask pupils to work in pairs/groups to read dialogue within a text.
- Provide opportunities for performance reading.
- Engage in echo reading, modelling fluent reading of a short segment and asking the pupil to repeat the segment.

Discrete reading sessions last no more than 30 minutes, to ensure pupils remain engaged and to make a distinction between these sessions and English lessons.

Where children are falling behind ARE, a range of strategies will be used as part of a targeted intervention group or on a one to one basis depending upon the barrier to progress. This may take the form of additional one to one reading, phonics keep up sessions or reading comprehension groups. We also use Dyslexia Gold as a targeted intervention for reading.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Long Wittenham CE Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner or class library that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- All children have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Attainment in reading is measured using statutory assessments such as the end of EYFS, Key Stage 1 and 2 and following the outcomes in the Year 1 Phonics Screening check. Additionally, we track our own reading attainment through the use of Little Wandle Letters and sounds revised half termly assessments, NFER reading papers and Salford reading scores plus ongoing teacher assessment.

Beyond assessment, the impact of our reading curriculum will be seen through the behavior and attitudes of our children. Our children will become accurate, fluent and questioning readers who both understand and appreciate the opportunities and adventures open to them when they explore the world of literature. We want reading to be the golden thread running through a child's journey at Long Wittenham. When they leave us, our children will possess the reading skills and love of literature to help them to enjoy and access any aspects of learning they encounter in the future.