

Reading at Childer Thornton Primary School

Reading Intent

At Childer Thornton, we actively promote a love of reading. Our aims are that all children will learn to read confidently, fluently and with understanding; can access a variety of texts; become independent, critical life-long readers and learners; and think of reading as a source of pleasure. We want to ensure that when our children encounter new words in a text, they are interested in their meanings and use this to develop their own vocabulary in both spoken and written forms.

Reading is at the heart of our curriculum and is promoted throughout all subjects. We encourage children to gain an appreciation of books from a variety of genres. We want children to view reading as both a source of information and pleasure. We believe that becoming a confident and fluent reader is the key to achieving success at primary school and beyond. This is why we place such high importance on teaching children to read during school. We also recognise the vital role that parents can play in helping their child to succeed in reading and as such, we aim to work in partnership with parents to develop positive reading behaviours in children.

Reading in Nursery

In nursery we focus predominantly on developing the children's pre reading skills. The children choose reading books from the library to take home and share with their parents. These books help to promote a love of reading and also help to develop children's vocabulary. Early reading behaviours, for example turning the pages and holding the book the correct way up, are developed throughout nursery. Blending games and rhyming games are played frequently and Nursery rhymes are sung on a daily basis. These all help to develop the children's language and phonic skills. We use the Read Write Inc programme specially developed for Nursery so children are introduced to the picture cards in the spring term and then the corresponding letter card in the summer term. They are taught to read their name. There is access to books in all areas of the provision. Stories are shared regularly throughout the day by staff and Family members are actively encouraged to sign up to become a 'secret reader' to motivate the children to read and further develop the children's love of reading. The children are always very excited to see who it is going to be!

Child development research says that children's brains are hardwired to thrive on repetition and they enjoy listening to and joining in with familiar stories. As such, we have a story of the week, which is read daily. From this story, we select three special words which we model and encourage the children to use in their own vocabulary. These are shared with parents to encourage the children to use them at home too. Our sports coach also works with the children regularly and part of his role is to link the stories that have been

shared in class, to his PE sessions. The children use story props and story mountain resources to become storytellers – retelling familiar stories or creating their own, which helps to develop their speech, language and vocabulary.

Reading in Reception and Key Stage 1

In Reception and Year 1 the prime focus of teaching reading is teaching children to decode words using a systematic synthetic phonic approach. Once they are able to decode words confidently they can then build on this to read sentences and sections of text with growing fluency. The programme we use in our school is **Read Write Inc.** as it is a tried and tested, highly successful phonics programme that teaches children to read and spell, quickly and effectively. Staff across school are trained in the programme and those who deliver the programme receive ongoing coaching and development.



We are a “*Get Reading. Keep Reading. Change Everything.*” school. We have been awarded this in recognition from Ruth Miskin Training that we teach the *Read Write Inc.* programme with fidelity and passion.

This badge recognises our commitment to teaching reading and that we prioritise the following points.

- Raise standards in reading and writing for our children
- Are all expertly trained by Ruth Miskin Training – including our headteacher.
- Gain the latest programme updates through regular visits from our Ruth Miskin trainer
- Release our reading leaders to ensure our high standards are maintained

Children are taught daily and are grouped according to their developing phonic ability to allow a precise and targeted approach to teaching. The groups are fluid and children will move between them according to their needs.

The current timetable for teaching phonics is

8.55 – 9.35 – Year 2 taught by Mrs McManus, Mrs Belding and Miss Formston

9.40 – 10.15 – Reception taught by Miss Smith, Mrs Belding and Mrs Jackson

10.20 – 11.00 – Year 1 taught by Mrs Williams, Mrs Belding and Miss Roberts

In these sessions, the children rapidly learn phonemes (sounds) and the letter or groups of letters they need to represent them (graphemes). These are helped to become memorable by the use of simple mnemonics and images e.g. ow – blow the snow, ee – what can you see? etc.

The phoneme grapheme correspondences that children are taught include

- Single letter sounds
- Digraphs - 2 letters making one sound. We call these ‘special friends’

- Trigraphs – 3 letters making one sound. We also call these ‘special friends’
- Split-vowel digraphs – 2 letters making one sound that are split up by a consonant e.g. a-e in make or name.

During RWI lessons children will

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Recognise and read common exception words (red words) and identify which part of the word is tricky
- Understand what they read and learn the meaning of new vocabulary
- Read aloud with accuracy, fluency and expression
- Learn to spell by segmenting the sounds in words (using Fred Fingers)
- Work on letter formation to develop their handwriting

Once children are confident with recognising, blending and reading Set 1 sounds, they will begin to read books that are closely matched to their increasing knowledge of phonics. These books are taken home to be shared with parents, to support them in their reading progress and maintain a love for reading.

We set the children up for success by using small, carefully sequenced teaching steps, lots of explicit modelling and partner practise. During the sessions children will be taught to think about what they are reading and check that it makes sense to them; discuss the meanings of new words they encounter and use them in their own spoken and written vocabulary; locate information in the text; make basic inferences based on what they have read; and communicate what they know and understand.

Children in KS1 will bring home at least two corresponding **Read, Write Inc** books per week which are closely matched to their current phonic knowledge and as such should be fully decodeable. By the time the children bring their RWI book home they will have experienced success with it and so should be reading it with confidence. Children should not be taking home an independent reading book that they will struggle with as this will damage their self-esteem and love for reading. Children are encouraged to read and reread these books. Children are encouraged to read at home at least 5 times a week – strive for five – and will take home a book that is closely matched to their level of accuracy, fluency and comprehension. The phonically decodeable books will be supplemented with a book from our library for children to share with an adult or older sibling. This book will probably not be fully decodeable for the child yet, so the expectation is not for them to read this book themselves. We believe strongly that children will develop a love of reading through experiencing success when reading at home and having quality story time with a wide range of books.

In Year 2, once the children have completed the *Read Write Inc.* phonics programme, the children still have daily reading lessons. The focus of these sessions is to build children's confidence with comprehension skills from the Year 2 National Curriculum whilst continuing to work on fluency with more challenging texts. Within these sessions, children are taught to read aloud with expression and appropriate intonation; articulate their thoughts and ideas; identify and explain the sequence of events in texts; communicate their understanding of key aspects of fiction and non-fiction texts such as characters, events, titles and information; further develop their understanding and use of inference; make predictions on the basis of what's been read so far; and make comparisons and links within and between texts.

Even after exiting the phonics programme, parents are encouraged to listen their child read aloud for the majority of the time. We recognise that children later on in Year 2 are starting to develop the skill and desire to read quietly to themselves. Whilst children may wish to do so, it is important that parents are supporting their child's comprehension of the text and giving them the opportunity to discuss what they have read.

Assessment in EYFS and KS1

Children on the RWI programme in Reception, Year 1 and those still being taught RWI in Year 2, will be assessed, using assessments specific to the programme, every half term by the Reading Leader. This is to check their recognition of grapheme-phoneme correspondences, accuracy with blending sounds together to read words and in Year 1 and 2, their fluency with reading a whole passage of text. The children will then be re-grouped according to this outcome. Reading groups are fluid to ensure all children are appropriately supported and challenged. The teachers are continuously assessing children using Assessment for Learning, however, and if children are falling behind or are making accelerated progress, they may be moved into a more appropriate group outside of the formative assessment window.

Children in Year 2 who have exited the programme should be confident decoders and so their assessments will be focussed on comprehension. Ongoing formative assessment takes place during each reading session and as part of whole class reading sessions. Information about children's progress and attainment is closely monitored and added to our tracking system.

Teachers will inform parents if children are not making the expected progress and likewise parents are encouraged to contact their child's teacher if they have any concerns or questions about their child's reading.

Our children do very well in the phonics screening check and by the end of Year 2, the majority are fluent readers with the best chance of success in the end of KS1 tests.

Reading in KS2

Whole class shared reading is taught for at least 30 minutes daily to demonstrate reading skills and to elicit responses from children about texts. During these lessons there will always be an element of the teacher modelling reading aloud as research has shown that this helps children to become fluent readers. Our teachers also model responding to the text and use thinking out loud strategies e.g. 'It says here... and that makes me think that...'. Every lesson will have some type of vocabulary focus to ascertain and develop our children's vocabulary. Teachers work collaboratively on effective strategies for the teaching of vocabulary. All lessons will provide children with the opportunity to read to/with their partner to ensure that they are further developing their fluency and their partner can check and support them in a way that doesn't place unnecessary pressure on children who are uncomfortable reading aloud in a group situation. The teacher will move around the room to formatively assess children's fluency when reading, especially focussing on spotlight children (those not at expected standard or those who aren't making sufficient progress). Questioning will focus on developing specific reading skills which are drawn from the National Curriculum and are mapped out progressively across the Key Stage. Teachers are given the opportunity for joint planning and teaching between year groups, to help share good practice and awareness of previous/next year group expectations.

Children will record written responses in their shared reading books at least once a week. Teachers often use visualisers or iPads projected onto the smartboard to share and discuss answers. Children will also record the text and focus they have been working on that week in their reading record diaries.

We encourage children to read at home at least five times a week and share what they have read with their parents. This is recorded in their green reading diary and checked weekly by staff. Parents of children who do not read frequently enough at home are reminded of the importance of this at parent teacher meetings. Once the children are confident decoders and fluent readers, the books they take home are not traditionally book-banded but are grouped in terms of length, complexity of the text and age-appropriate subject matter.

Teachers use formative assessment to identify any gaps in the children's knowledge or skills and teach these accordingly. Summative assessments (NFER tests/SATs) are also used termly. Children at risk of not meeting expectations or who aren't making sufficient progress are given additional teaching of reading once a week in a targeted guided reading session with their class teacher. Parents will be informed if their children are not making the expected progress in reading so that we can work together to help them.

Children in Key Stage 2 that still require phonics teaching, continue with a specially tailored RWI programme to meet their individual needs.

Reading for Pleasure

We take every opportunity to promote reading in our school and it is an integral part of our whole-school curriculum. In addition to this, special events are planned across the year to promote reading for pleasure throughout school. These events include author visits, World Book Day celebrations, local library visits, secret reader visits and our Summer Reading Challenge. Each classroom has a special reading area where they have opportunities to read to themselves or share a book with a friend. In each of these areas there is a selection of books that are recommended reads – books that have been recommended for children by their classmates or their teacher. Each class has two Reading Ambassadors who work alongside our Reading Leader to promote reading across school with assemblies, special events or visitors. Children enjoy visiting our Enchanted Forest library in school, which is stocked with high quality, inspiring texts and is accessed by children regularly throughout each week. Teachers in our school understand the importance of quality story time across all key stages and ensure that they take opportunities to read aloud to children daily to help further enhance language development and a real love of stories. Our head teacher uses stories in assemblies to share and promote our school values and ethos - the children love Mrs Y's Story Time! The reading culture in our school is evident when you walk around and especially when you talk to the children. There is a buzz of 'book talk' about the place.