

ST NEOT SCHOOL

READING RATIONALE

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.

Systematic synthetic phonics is taught in EYFS and KS1. St Neot Primary School follows the Bug Club scheme as approved by the Department for Education. Children begin phonics lessons in the Foundation year, consisting of daily discrete lessons, which follow a set order across the phases. Children are taken through the phases of blending and segmenting words, starting with the oral and progressing into using phonemes and graphemes to blend and segment, to develop reading and writing skills. Year 1/2 children also develop their knowledge of spelling patterns using Spelling Shed, which continues through KS2.

There is an expectation that all children will be fluent readers having secured word recognition skills by the end of KS1. We are rigorous in our approach to teaching phonics and reading to ensure that all children have the fluency and automaticity required to access all reading material. We are determined that every child will be a reader by the end of primary school.

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

- Blending decodable words
- Segmenting decodable words (including keep)
- Spelling and reading common exception words

At St Neot Primary School we use Bug Club and reading stars as our main reading schemes from Foundation onwards and these are supplemented with different reading materials. All of the schools' reading books are based on reading levels throughout EYFS, KS1 and KS2.

Intent

- Reading for pleasure is promoted throughout the school.
- We have high expectation for reading across the school. This starts with our early years provision developing early reading knowledge and skills through speaking and listening- books, rhymes, songs, letters, sounds etc.
- Our curriculum is language rich to help address the vocabulary gaps of children starting school, particularly disadvantaged and SEND pupils.

In Foundation year there is systematic teaching of synthetic phonics, and children with lower starting points are provided with extra support. We are determined to identify pupils falling behind as soon as possible and intervene quickly with extra support, with a particular focus on the school's lowest 20% of readers.
- Parents feel confident to support their child's early reading, through guidance and resources provided by school.
- We develop strong home-school relationships to improve parental engagement and pupil progress.
- Fluency and automaticity is our aim and this can only be achieved through Foundation and KS1 by carefully matching reading books to pupils' phonological knowledge. As fluency builds across KS1 we use assessment effectively to deepen pupils' reading comprehension.
- We continuously monitor and support pupils who are behind expected standards.
- Transitions between classes are well planned and pupils' fluency and comprehension continues to be systematically developed across KS2 through a wide range of high quality reading materials.
- Our ambition is for all pupils to reach at least the expected standard in reading by the end of KS2.
- Teacher's subject knowledge enables all pupils to achieve their potential.
- We have a teaching lead who has delivered CPD to all teachers. All staff are experienced in teaching reading.

Implementation

- Regular assessments demonstrate the systematic building of pupils' knowledge, fluency and reading comprehension throughout school. There are planned opportunities for children to practise and recall their knowledge leading to automaticity.
- Great import is placed on reading and writing across the school, ensuring children have opportunities to apply their knowledge and skills across the curriculum.
- Daily reading is a priority.
- We use progressive reading levels that are phonetically matched to the pupils' learning, updated reading record books, timetables show regular reading sessions, phonics/reading audits.
- Pupils are read to frequently, pupils are introduced to inspiring vocabulary across the curriculum with sufficient contextual exposure, vocabulary is included on displays in all classrooms.
- A systematic, progressive curriculum is followed across the school and regularly monitored using our assessment timetable.

Impact: to be reviewed at the end of each year

Expected Standards	Key Stage 1 Reading			
Year	Pupils	School	LA	Nat
2017	10	90.0%	74%	76%
2018	12	91.7%	72%	75%
2019	14	78.6%	72%	75%

Greater Depth	Key Stage 1 Reading			
Year	Pupils	School	LA	Nat
2017	10	0.0%	27%	25%
2018	12	41.7%	25%	26%
2019	14	14.3%	24%	25%

Expected Standards	Key Stage 2 Reading			
Year	Pupils	School	LA	Nat
2017	9	100.0%	74%	72%
2018	11	90.9%	75%	75%
2019	12	83.3%	72%	74%

Greater Depth	Key Stage 2 Reading			
Year	Pupils	School	LA	Nat
2017	9	22.2%	24%	25%
2018	11	63.6%	26%	28%
2019	12	41.7%	26%	27%

Parental Involvement

Research shows that parental involvement in their children's learning positively affects the child's performance at school (Fan & Chen, 2001).

At St Neot Primary School, we encourage parents to attend relevant meetings and training to help them to support their child at home. We hold these meetings annually and focus on phonics, the Bug Club programme 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 'Phonics' workshops each term/as required. These workshops allow parents and grandparents to observe and join in with phonics sessions in school and also create an opportunity for them to have open discussions with teachers about how to support reading. In KS2 parents have the opportunity to come in and observe reading sessions and engage with our online reading package, where required.

All children from Foundation to Year 4 have a reading record and children in Years 5 and 6 have a homework/reading diary. 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 every day, and have stories read to them at home. Parents are expected to write comments in their child's reading record to show that they are reading daily.

Reading for Pleasure

At St Neot Primary School, we have a strong ethos around the importance of reading and having a

lifelong love of reading. We have a determined approach towards teaching reading and we also recognise that children need to have very regular opportunities for reading for pleasure.

Children enjoy listening to a whole school poem or 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, well-being and citizenship, thus developing children's cultural capital.

To further promote reading for pleasure there is a weekly, whole school reading assembly. The school actively encourages pupils to participate in the summer reading challenge. We encourage children to read in a variety of places and share this with their class. We also hold storytelling evenings for children where staff read their favourite seasonal or topical stories to them.

Library

At St Neot Primary School, we have a library with an infant and junior section. Fiction and non-fiction books are catalogued, and children are encouraged to use the library regularly. The library is an integral part of the daily school routine.

We have excellent links with Liskeard Library and encourage participation in their annual summer reading challenge. A library member of staff regularly comes in to read to children in assembly.

Literature

Through reading and chosen literature in particular, children have 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 texts.

- **Home reading books**

Depending on ability, children take home level books or free readers and library books. Our levelled books are from Pearson's Bug Club, Reading Planet or Oxford Reading Tree reading scheme and are very closely matched to the children's phonic 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. Free readers allow the children to choose books based on their own interests within the constraints of age-related texts which are depicted using the Lexile range.

- **Guided/Group Reading Books**

Guided reading books are chosen to align with children's phonics ability. 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 are matched to the children's reading ability, so they can access the text as an independent group and allows for challenge through questioning.

- **Books in provision/reading areas**

Each class has a reading area that includes a reading display, reading strategies, questions for children to respond to, age-related recommended reading books and non-fiction books that are related to their current topic. In EYFS and KS1,

these reading areas also include reading provision; decodable fiction and non-fiction books that cater to children's interests.

- **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 the end of primary school' and therefore include classics and modern classics. The Lexile range guides the age group the book is suitable for. Children are expected to choose from 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.

Teaching of phonics

Teaching of phonics helps pupils to build essential phonics 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 in EYFS and KS1. 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; revisit, teach, practise and apply.

Children who have gaps in their 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 phonics lead in school. Phonics lessons are monitored regular by the English lead to ensure quality teaching that is consistent with the school policy.

Teaching of reading

At St Neot 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.

- **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 levelled home reading book are listened to 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. These intensive sessions develop children's fluency, automaticity and basic comprehension.
- **Guided reading/Group reading comprehension**
Across school in the first instance through the autumn term, children are taught comprehension skills; summarising, visualising, clarifying, inferring/predicting and questioning (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. All strategies and skills are reinforced and applied at any reading opportunity across the whole curriculum

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/text/extract 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 Pinpoint and Teaching Comprehension Strategies materials.

Assessment of reading and phonics

Tracking children's progress in reading throughout their school life is vital in order to establish their acquisition of knowledge. At St Neot Primary School, learning always starts with the children's prior knowledge and any misconceptions they may have. This is undertaken using a formal assessment of children's phonic knowledge and skills in September. Our formal phonics assessments for children in EYFS, Year 1 and Year 2 consist of:

- Blending: individual sounds and letter names, oral blending and segmentation
- Reading HFW: first 100 including tricky words and next 200 words
- Segmenting: first 100 HFW including adapted words
- Spelling: Tricky words

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 needs. 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 Pearson/NFER assessments.

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

SEND children and children who are working towards the expected standard

At St Neot Primary School, we have a determined approach that all children will meet the expected 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 are timetabled in EYFS and KS1 for children who need same-day intervention to consolidate and secure gaps in their knowledge.