



Pytchley CE Primary School

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Reading Statement: Intent, Implementation and Impact

Reading Intent (the What) and Implementation (the How):

Leaders in our academy prioritise the teaching of reading: word reading and reading comprehension. Reading is identified as a key priority on our Academy Improvement Plan. Leaders monitor the provision of reading through learning walks in Literacy and Phonics sessions and the impact of this provision through the analysis of (i) end of year cohort data (Phonics Screening Check and end of KS1 and 2 Reading) and (ii) individual pupil progress throughout the year (on going assessments).

Early Reading (Word reading):

To ensure that every child in our academy will learn to read we ensure we:

1. Use one synthetic phonics programme from YR to Y2:

We use *Letters and Sounds following the Little Wandle Scheme* to teach phonics and graphic knowledge (common exception words and tricky words). We have fidelity to this one programme.

Using this programme, we are confident that:

- grapheme/phoneme (letter/sound) correspondences are taught a clearly defined, incremental sequence;
- we introduce children very early on to a defined initial group of consonants and vowels, enabling them to read and spell as soon as possible many simple CVC words;
- children are taught the highly important skill of blending phonemes, in order, all through a word to read it;
- children are taught to apply the skills of segmenting words into their constituent phonemes to spell; blending and segmenting are reversible processes.
- Multi-sensory activities used are interesting and engaging but firmly focused on intensifying the learning associated with its phonic goal.

The programme is begun almost immediately children enter Reception, *from the third week of starting school.*

2. We make time to teach phonics:

We ensure enough time and priority are given to fully implement our Phonics programme. Children in EYFS and Year 1 have a daily phonics session *lasting for 20 - 30 minutes.* However, the teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout day. The pace of the programme is maintained.



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The structure of each session is as follows: Review of previously taught sounds, *Introduction to the new sound, word building through the blending of sounds together, games and activities to reinforce the sound pattern, application in reading or writing of the sound.*

3. Children practise early reading with fully decodable books:

Reading books in EYFS and Year 1 are:

- matched to phonic knowledge and do not require use of alternative strategies e.g. whole-word recognition and/or cues from context, grammar, or pictures.
- are closely matched to the programme used;
- are fully decodable at child's current level and do not simply practise phoneme(s) most recently taught
- are not mixed with non-decodable books for independent reading practice
- include a controlled, small number of 'tricky words' the decoding of which has been specifically taught
- are continued in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes.

4. There is effective provision for all children:

Children are taught phonics in their year groups. We hold keep up interventions for any child who looks like they may fall behind. Progress is continually assessed using a simple but effective system.

Assessments are carried out on a 6 weekly basis. Children will have catch up interventions if they have not made the expected amount of progress. Regular progress meetings are held.

5. We have the expectation that all children will attain or exceed expected standards:

Teacher and school expectations are high for all children regardless of background. A 'can-do' ethos permeates all our teaching. There is confidence that teaching the programme will ensure success. Small-steps success is built in and celebrated and all children are continually praised and encouraged.

We expect our children to meet the following milestones in terms of their phonological development through EYFS and Key Stage 2:

EYFS:

- End of Autumn Term: Completed Phase 2 and Started Phase 3
- End of Spring Term: Completed Phase 3
- End of Summer Term: Completed Phase 4

Year 1:

- Throughout Year 1 – Phase 5



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- November: Expected Score on Phonics Screening Check of 19/40
- February: Expected Score on Phonics Screening Check of 25/40
- End of Spring Term:
- April: Expected Score on Phonics Screening Check of 35/40
- End of Summer Term: 85+% pupils achieve expected standard.

We particularly closely monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lowest 20%), are swiftly identified and enough additional support is provided to enable them to keep up. We give catch up support by providing group interventions. The content of these sessions is determined by on-going gap analysis and our in-depth knowledge of each child. Children experiencing significant difficulty are provided with intensive, individual support to reach the required standard.

6. We build a skilled team who can teach phonics:

Every member of our staff (teachers and teaching assistants) delivering phonics has accessed external accredited training and recent in house, refresher training by our Phonics Lead, including our most experienced staff. Training is provided for all new staff. For those staff who are providing additional support for our weakest readers in KS2 we provide extra training.

7. We have a dedicated Phonics Lead who ensures quality, consistency and continuity of teaching:

Our Phonics Lead is a teacher with expertise in and direct experience of teaching phonics. Our Phonics Lead has dedicated time to fulfil the role and her responsibilities include monitoring, mentoring and modelling. As a consequence, all Phonics teaching is consistent and of high quality.

8. The development of word-reading is fully balanced by the development of vocabulary, comprehension and a love of books:

A wide range of high-quality books are read to, and shared with, children daily accompanied by frequent discussion of books to develop understanding. Teachers have extensive knowledge of children's books and read aloud with enthusiasm and in engaging ways. *Books have a high profile around classrooms and school. Children explore books through role-play, art and in many curriculum areas.*

9. Every effort is made to help parents understand and support the school approach:

Parents are helped to know how best to support their child in learning sounds by carrying out parent workshops and information on our website. Reading at home is strongly promoted; *our expectation is that children read frequently at home.* Teachers ensure that parents understand how to work appropriately (and differently) with decodable books and with shared 'real' books.



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Children can take these reading books home on a regular basis. The system in place for changing books is that children bring their book back into school in the morning and then then get the next numbered book from the appropriate book basket.

Reading records are used by parents and teachers to ensure there is effective communication about children's reading. The teacher monitors these in order to ensure children are reading at home and also to gain information about other books that children may have access to at home.

Early Reading Impact:

The expectation is that all children will be fluent readers having secured word recognition skills by the end of key stage one.

By the end of Year 2 we expect our children to be skilled at word reading to ensure:

- the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation;
- the speedy recognition of familiar printed words; read books at an age appropriate interest level, accurately and at a reasonable speaking pace;
- books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words;
- most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

Decoding fluently and accurately by the end of Year 2 means that no further direct teaching of word reading skills (with the exception of vocabulary development) should be needed for the majority of children at our academy.



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Reading Comprehension (and Responding to Texts):

Reading Teaching Sequence / Model:

- **Whole Class Reading**

Children hear, share and discuss a range of high quality texts through our whole class Literacy teaching, both in terms of fiction and non-fiction. *Books and genres are mapped out across Key Stage 1 and 2 to ensure progression and breadth of coverage.*

Explicit teaching of reading comprehension takes place as part of the Literacy teaching sequence *once per week.*

We ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

- *Vocabulary (and grammar – linguistic knowledge)*
- *Inference*
- *Prediction*
- *Explanation*
- *Retrieval*
- *Summarising (KS1) / Sequencing (KS2)*

The level of challenge increases throughout the year groups through the complexity of texts being read.

We recognise the importance of developing vocabulary and introducing them to ambitious words.

As students' progress academically, their understanding of Tier 2 words becomes increasingly important. The words in this category are generally more abstract and descriptive than basic vocabulary, and usually appear more frequently in writing. Additionally, Tier 2 words may have multiple meanings and be used across a variety of subjects. Increasing Tier two vocabulary will increase pupils' knowledge and understanding, which then supports reading with understanding and knowledge.

Description	Tier 1	Tier 2	Tier 3
	Basic words children know before entering school. Typically, words learnt through conversation. They are common words that rarely require direct instruction	These high frequency words occur across contexts. These words are more common in writing than in everyday speech. These words are important for students to know so that they are able to comprehend a text.	Uncommon words that are typically associated with a specific subjects



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It is recognised that reading comprehension relies heavily on knowledge. Our broad curriculum aids reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring such knowledge to their reading.

- **Guided Reading:**

In addition to whole class teaching of reading, guided reading takes place for 30 mins per week. Children are grouped based on needs and texts are selected carefully to ensure match of challenge to need. Domains taught in the whole class sessions are reinforced in the guided group sessions.

- **Reading Interventions:**

Reading interventions focus on:

- Word reading for children who are struggling to decode;

And / or

- Reading comprehension for those children who can decode fluently but do not understand what they are reading.

All programmes are rigorous and systematic with the intention that these children catch up rapidly with their peers.

- **Developing the Love of Reading**

The following strategies are used to encourage reading and to develop the love of reading in our academy:

- **Story Time:** Story time takes place every day in EYFS – Year 2. We have identified as an academy which stories the children will be highly familiar with by the end of EYFS, Year 1 and Year 2. Story Time continues to take place throughout Key Stage 2, 3x per week. High quality texts are selected by each teacher to tie in with the topic being taught.
- **School Library:** The children take home library books once a week to share at home and are encouraged to read widely across both fiction and non-fiction.
- **Reading Corners/Environment:** EYFS/ KS1 classrooms have a reading area with selected books available. KS2 children have books available from the book shelves within the classes.
- **100 plus books:** Books available within KS2 are based on recommended 100 books for each year group. These books are allocated in coloured boxes within the class and enables pupils to select an age appropriate book which extends and further develops their vocabulary.



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- Each month a changing range of activities will be experienced by pupils such as: Secret Reading Club, Reading Advent Calendar, Holiday Reading Bingo,

Impact:

By the end of LKS2 we expect our children to:

- Have decoding skills that are secure and hence vocabulary is developing;
- Be independent, fluent and enthusiastic readers who read widely and frequently;
- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently;
- Be developing their knowledge and skills in reading non-fiction about a wide range of subjects;
- Be able to justify their views independently about what they have read.

By the end of Year 6 we expect our children to:

- Read sufficiently fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school;

In addition we expect our children to:

- Have a love of reading that feeds the imagination;
- Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live;
- Have a developed vocabulary beyond that used in everyday speech.
- Understand nuances in vocabulary choice
- and age-appropriate, academic vocabulary.