



## **Subject Statement**

**“I am the vine; you are the branches.”**

**John 15:5**

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This subject statement reflects our Christian vision. We value the efforts of all pupils, supporting them in developing their skills and knowledge through positive reinforcement and constructive feedback. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

### **Our Vision for Reading**

We aim for all pupils to be capable readers, who can transfer their skills to other subjects and who are prepared for the next steps in their learning. We encourage them as readers, who select texts for purpose and pleasure. We appreciate reading as a pathway to embrace heritage and culture ; open up new worlds to our pupils, both real and imagined and to develop empathy, creativity and imagination. We value the academic benefits of reading: increasing knowledge and vocabulary acquisition and improvements in the quality of written work. We acknowledge the personal and emotional effects that reading can have on health and wellbeing and in developing memory, concentration and focus. Books and reading are at the heart of everything we do. Our bespoke, book-based curriculum is built upon quality picture books, novels, poetry and non-fiction texts, which support children on the journey from reading to writing. Within our timetable, we are committed to ensuring all pupils have daily opportunities for word reading and comprehension: providing daily phonics and comprehension lessons; independent reading time and class novel time.

### **Implementation**

#### **The Content of the Reading Curriculum**

We have developed a reading curriculum, underpinned by National Curriculum and informed by our school context and the interests of our pupils. Our curriculum builds upon previous learning across the key stages, with seven “Good Reader” skills at its core:

A good reader:

- Makes predictions and asks questions;
- Identifies important words, phrases and ideas;
- Uses their background knowledge to connect with what they read;
- Thinks like a detective and uses inference;
- Visualises;
- Identifies breakdowns and uses strategies;
- Puts all the clues together to get the “gist” or meaning. (Synthesises and summarises.).

Verbal responses are supported by year group booktalk “Thought Sort” statements.

### **Teaching and Learning**

Direct phonics teaching begins in nursery. The Read, Write Inc program is used to provide a structured and systematic approach to teaching daily phonics, throughout EYs and KS1. The Freshstart programme is used to support pupils in upper KS2, who are still experiencing difficulties in reading.

KS2 also have a daily reading lesson to develop reading fluency; vocabulary; comprehension and text response skills. In Y2, pupils have two reading lessons, which include an element of fluency practice and comprehension strategies. In Y1, daily opportunities to read and learn rhymes, songs and poems, to practice fluency and apply phonic knowledge build on EYFS good practice.

Our bespoke, book-based English curriculum is built from quality texts, which support children's reading development and provide the models and stimuli for the reading to writing process. Alongside our core teaching of reading, pupils are exposed to a wide range of stories, rhymes, songs, poems and non-fiction texts, through all subjects, to build knowledge and develop a love of reading, whilst reinforcing and developing reading skills. DEAR (Drop Everything and Read) time is a daily opportunity in all classes for children share books or read independently, building positive attitudes and developing reading stamina and independence.

In KS2, Reading Plus programme is used to support pupils in developing their fluency, pace, independence and comprehension.

Throughout school, in all subjects, there is a high focus on the acquisition of vocabulary: progression documents ensure that staff provide opportunities to revisit previously-taught words and introduce relevant, new vocabulary.

## **EYFS**

By the end of EYFS, pupils are expected to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Pupils demonstrate understanding when talking with others about what they have read. In the RWI programme, they children are expected to have achieved the red level and have also been introduced to tricky and high frequency words.

## **Key Stage One**

Year 1 reading builds on the work from EYFS, so that children can sound and blend unfamiliar words quickly and accurately using their existing phonic knowledge. Pupils continue to learn new grapheme-phoneme correspondences and knowledge of common exception words. This is supported by reading books consistent with their developing phonic knowledge. Alongside phonics, they will hear, share and discuss a wide range of stories, songs, poems and non-fiction texts. By the end of Year One, the expectation is for children to have secured the blue level of RWI, with the majority of pupils passing the Y1 phonics test.

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes accurately and without hesitation. The majority of pupils should have completed the RWI program by Autumn 2 of Y2. During Year 2, a strong emphasis is placed on developing pupils' fluency through accurate and speedy word reading and fluency practice lessons. They will hear, share and discuss a wide range of stories, songs, poems and non-fiction texts. By the end of Year 2, pupils are expected to read most words of two or more syllables accurately; most words containing common suffixes and most common exception words. They can read most words accurately without overt sounding and blending; self-correct; explain what has happened so far; answer questions and make some inferences. They leave Year 2 with the necessary reading skills and habits to access the Year 3 curriculum.

## **Key Stage Two**

### **Year 3 and 4**

Pupils continue to apply and consolidate their phonic learning from KS1. They read books at an age-appropriate level independently, accurately and at a speed which facilitates comprehension, allowing them to access a range of texts, which support learning across the curriculum. They decode unknown words, making a good approximation at the word's pronunciation. They have strategies to check that the text makes sense and can summarise and share their understanding of events and characters. They further develop their skills in prediction and inference, using evidence from the text to support their responses.

## **Year 5 and 6**

Pupils read a wider range of books at an age-appropriate level independently, accurately and at a speed which facilitates comprehension. They adopt a range of strategies to check that the text makes sense. Most words are read with increasing automaticity, demonstrating the appropriate intonation, which shows pupils' understanding. Readers are aware of the conventions of different texts and genres and can talk about texts using increasingly sophisticated vocabulary including metaphor, imagery, style and effect. Pupils demonstrate increasing capacity in a range of reading skills such as: making comparisons; drawing inferences, summarising, predicting, identifying viewpoint and using valid evidence to support their responses. They leave Year 6 with the necessary reading skills and habits to access KS3 curriculum.

## **Assessment**

Assessment of reading takes many forms.

Formative assessment of reading takes place in all lessons, through observation; listening to pupils read; analysing written and verbal responses to comprehension questions and during booktalk. The outcomes inform future planning.

- Formal RWI phonics assessment takes place each half-term.
- Y1 phonics screening practice.
- Y2, 3, 4 and 5 reading is also assessed formally using NFER termly comprehension tests, which provide a standardised score for each pupil.
- Y6 reading is assessed formally using SAT papers, which provide a scaled score for each pupil.
- Aspire Reading Assessment Program can also be used to assess and track the progress of pupils in phonics, word reading fluency and comprehension.

Accelerated Reader is used to monitor students' reading practice and make informed decisions to guide their future learning. Pupils take a STAR reading test every term, with additional checks for target pupils. The test provides a ZPD range (Zone of Proximal Development) from which pupils can choose reading books. This ensures that they are reading books with the correct level of challenge to ensure optimal growth. The STAR test is also a diagnostic tool for teachers, providing an approximate reading age; a standardised score and personalised, suggested skills programme for each child. After reading their AR books, pupils take a short, online quiz to assess their understanding of that text.

We are committed to ensuring that all pupils are ready for their next step in learning. Where pupils fail to meet the expected standard for their year group, interventions are put in place to allow them to catch up with their peers.

## **Home Reading** (See appendix document for further details.)

Parents are actively encouraged to be involved in their child's reading journey throughout their time at school. Our home reading expectations encourage children to build good reading habits and foster a love of books. Whilst they are on the RWI program, pupils will take home the current RWI book; the corresponding book bag book and a sharing book from the reading area/ library. Pupils are rewarded for bringing their book bags in every day.

Once pupils have taken a STAR reading test, they choose a book from their ZPD to read in school and at home. Pupils are rewarded for achieving 90%+ on their book quizzes; meeting their minutes per day target and for the number of words they have read.

EYFS and KS1 run parental support sessions in reading each year.

## **Inclusion**

As a school, we ensure that all pupils have the right to be a reader and access to quality texts, irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. A graduated approach to support reading acquisition is in place to ensure that all pupils meet their reading potential. Teachers plan ways to adapt lessons and support pupils, so that all children can participate in learning to the best of their ability.

## **Opportunities and Resources**

We enhance and engage learning through learning through reading events, focus weeks, author visits, library trips, competitions and visiting book fairs.

Resources include:

<https://www.ruthmiskin.com/en/>

<https://www.oxfordowl.co.uk/>

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics>

<https://ukhosted63.renlearn.co.uk/2244508/>

<https://educator.readingplus.com>

<https://fft.org.uk/literacy/reading-assessment-programme/>

## **Monitoring**

The Early Reading lead monitors and reviews the implementation of the phonics program, including the quality of teaching and learning; the organisation of groups and assessment, in consultation with the Headteacher, SLT, staff members and governors. The English lead monitors the effectiveness of reading lessons; reading within the English curriculum and reading assessments, including Accelerated Reader.

Monitoring is carried out through a range of methods including:

- Regular book scrutiny;
- Learning walks;
- Data analysis, including lowest 20% data;
- Display and learning journey observations;
- Teacher observations;
- Teacher surgeries;
- Pupil voice surveys.

## **Appendices**

### **Home Reading**

Parents are actively encouraged to be involved in their child's reading journey throughout their time at school. Our home reading expectations encourage children to build good reading habits and foster a love of books.

#### **Reception/ Y1**

3 books per week: the current RWI book, with the associated speedy story words (Tuesday); the corresponding book bag book (Thursday) and a sharing book from the reading area/ library. Book bags are organised by the reception team. Book bags are brought in every day.

EXPECTATION: *2 books, read 3 times*

REWARD: End of the week sticker for book bags in every day. (The sticker is evidence that staff have checked home reading.)

Visual reference in class. Half-term reward.

#### **KS1**

3 books per week: the current RWI book, with the associated speedy story words (Tuesday); the corresponding book bag book (Thursday) and a sharing book from the reading area/ library. Book bags are organised by the phonics group's lead team. Book bags are brought in every day.

**Pupils who have achieved yellow phase in RWI will take an AR STAR reader test.**

#### **Once pupils have a ZPD:**

Choose a book from their ZPD range instead of the sharing book. Book bag in every day. Opportunities to quiz/ change books need to be built into the school day.

EXPECTATION: *2 books, read 3 times*

REWARD: Minimum 10 to 15 minutes each night for those pupils with a ZPD. End of the week sticker for book bags in every day.

Visual reference in class. Half-term reward.

Dojo for 85%+ in quizzes.

#### **KS2**

Y3-6 Choose a book from their ZPD range. Opportunities to quiz/ change books need to be built into the school day. Books should be in school daily for DEAR.

EXPECTATION: Y3 & 4 minimum 15 to 20 minutes each night

Y5 & 6 minimum 20 to 30 minutes each night

REWARD:

Dojo for 90%+ on quizzes (within their ZPD/ independently read)

Weekly dojo for those pupils who have met their daily minutes target. (Y5/6=25+mins, Y3/4= 20+mins, Y2= 15+, Y1= 10+)

Half-termly prize for those pupils who have met their daily minutes target.

Door certificates for class millionaire status, published on social media.

Individual certificates and crowns for pupil millionaires (celebration worship)

#### **Y6**

Reward for:

- 25+ minutes daily reading
- 100% on quizzes (within their ZPD/ independently read)
- 100,000 words read (stickers for book mark)
- Goody bags for word millionaires

#### **Book stock**

Teachers are responsible for organising restock of class library from Kapow/ Bookworms to match class ZPDs each term.

#### **Environment**

All classes have a display celebrating reading achievement/ attainment.

#### **DEAR time**

Books should be organised in advance to make best use of time. The majority of children should be reading in silence. The expectations for DEAR time should be clear and shared.

#### **Monitoring**

All classteachers are ultimately responsible for the organisation and monitoring of home reading.

All classteachers with children on AR need to check the following reports weekly:

- Diagnostic Reading Practice;
- Reading Practice Quizzes Record Book;
- Word Count.

Thursday/ Friday works well to target home reading over the weekend.

Once a week, have a round-the-class "Who's reading what?" recommendation/ booktalk time.

2019-2020	Assessment Dates	Data Meeting
<i>January</i>	<i>KS1 Green / Purple RWI AW Reception- Week beginning 20/1/19</i>	
<i>February</i>	<i>KS1 Monday 10<sup>th</sup> Week RWI assessment week KS1 Monday 24<sup>th</sup> February Alien word screening (25)</i>	
<i>March</i>	<i>Monday - PSC - Y1 and Y2 check Monday 2<sup>nd</sup> March Reception- Week beginning 9/3/20 KS1 RWI assessment week Monday 23<sup>rd</sup> March</i>	
<i>April</i>	<i>KS1 Alien screening week (35) Reception- week beginning Monday 20<sup>th</sup> April</i>	
<i>May</i>	<i>Monday - PSC - Y1 and Y2 check Monday 4<sup>th</sup> May KS1 RWI assessment week Monday 18<sup>th</sup> May</i>	

June	KS1 Phonics screening week Monday 3 <sup>rd</sup> June Reception week beginning 1/6/20	
July	KS1 RWI assessment week 6 <sup>th</sup> July Reception Week beginning 13/7/20	
August		
September	TBA 2020 -21	
October		
November	KS1 Alien word screening week Monday 23 <sup>rd</sup> November (19)	
December		

<b><u>RWI Progress Expectations</u></b>			
	Reception	Y1	Y2
December	Know set 1 and blending	Know set 2	
January	Ditties	Pink	
April	Red	Yellow	
May		Know set 3	
June	Green	Blue/grey	

**Reading Intervention Overview**

Identified Issues	Actions and Interventions
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Low at N/ LS	Any concerns that arise from observations of the Prime Areas of Learning (Communication and Language) will prompt staff to screen using the ELKLAN tool. ELKLAN activities are delivered and referrals may be made to Chatterbox/Speech and Language. We ensure children are exposed to Nursery Rhymes and story on a daily basis.
Low entry to R	ELKLAN, Talking Tables, 1 to 1 Phonics, oral blending group, blending to read group, 1 to 1 reading. Invite parents in to support them in supporting their child.
Pupils who are not reading at home. (R & KS1)	Contact parents Reading playtimes Buddy reading
Pupils who enter Y1 who have not attained GLD in reading	QFT Additional small group/ 1:1 phonics
Pupils who do not pass the phonics test in Y1.	Y1 Summer 2 Additional small group/ 1:1 phonics Y2 Additional small group/ 1:1 phonics
Pupils who have passed the phonics test, but have issues with fluency.	Fluency practice intervention Reading buddy Target daily reading with an adult.
The lowest 20% of pupils	Identification of need- phonics/ decoding, fluency, comprehension: choose appropriate intervention.
Pupils who do not pass the phonics test in Y2.	Y2 Summer 2 Y3
Pupils do not meet age-related expectations in the Y2 reading SAT.	Y2 Summer 2 Additional small group/ 1:1 phonics Y3 Small group/ 1:1 phonics/ RWI
Pupils who do not pass NFER reading tests in Y3, 4 and 5	Identification of need- phonics/ decoding, fluency, comprehension: choose appropriate intervention.
Pupils who are not reading at home. (KS2)	Address the issue with parents. Target for additional reading at lunchtime/ during breaks. Weekly reading catch-up with an adult Allocate a reading buddy.
Pupils who enter Y6 below ARE	