



Ashlands Primary School Reading Strategy

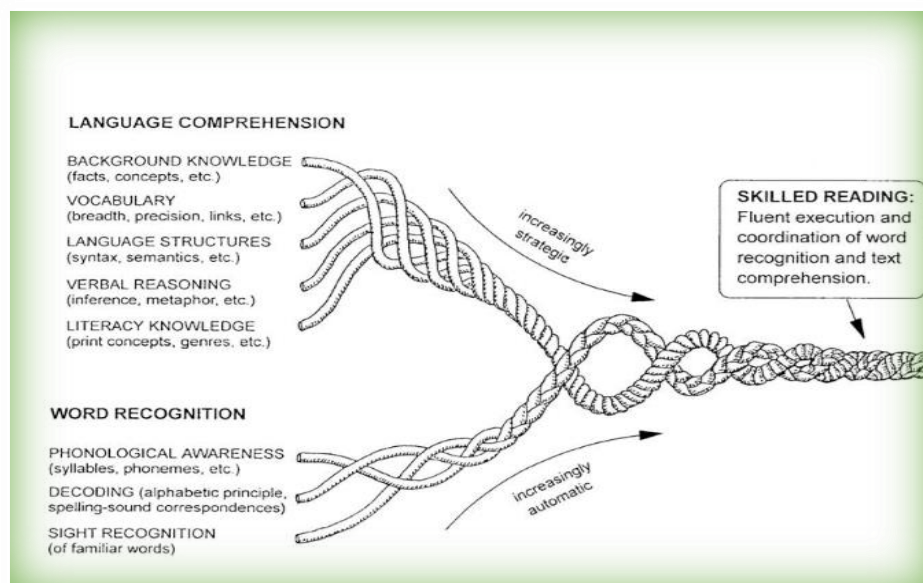
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Our Reading Strategy: *the skilled reader.*

Active Learners, Successful Communicators and Considerate Citizens

WORD RECOGNITION	LANGUAGE COMPREHENSION
<p>Phonological Awareness / Decoding / Sight recognition:</p> <p>High quality, daily phonics lessons for all children until they have mastered the alphabetic code.</p> <p>Matched decodable books for every child in Reception, Year 1 and Y2.</p> <p>Reading practice sessions for all children accessing decodable books.</p> <p>Bespoke keep up and catch-up sessions: we believe every child can succeed at reading.</p>	<p>Background Knowledge / Vocabulary / Language Structure Verbal Reasoning / Literacy Knowledge:</p> <p>A text rich curriculum, including core texts that tempt and well-resourced reading spines.</p> <p>Class novel: reading out loud to children every day</p> <p>Whole class wider curriculum reading sessions three times a week in Key Stage Two to focus on fluency as well as providing contextual vocabulary and making learning links.</p>
<p>Inviting reading spaces across school: library, outdoors, in classrooms. Teacher knowledge of books and promoting a love reading. Independent reading for pleasure.</p>	





From reading roots, our learners grow to become:

Active Learners, Successful Communicators and Considerate Citizens.

Our curriculum is built on a root foundation of rich, diverse and wonderful books. No other skill is more important than reading; it is the gateway to all other knowledge.

At Ashlands, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide children with a range of reading opportunities and strategies in order to do this:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RWI daily phonics programme (including Year 2 and Year 3 where needed).						
Books to develop fluency: Oxford Owls						
Fluency: 1:1 reading			Fluency: Whole Class Wider Curriculum Reading sessions x3 week (decoding / prosody / comprehension / contextualised vocabulary / making connections			
Book Club: recommendations, pupil to pupil, teacher to pupil, pupil to teacher (x1 week)						
Story Time: being read to						
Independent reading: Recommended Reads						
Reading Scheme						
Reading Spine of texts leading the writing English Curriculum (daily)						

Intent

We strive to give our children the best start in establishing secure foundations in reading by ensuring that all children become fluent readers by the end of Key Stage One. We believe this is achievable through a combination of high quality, discrete systematic phonics teaching combined with a language rich curriculum. Our primary intent is to create avid readers, which we believe is the foundation for any greater depth learner.

While phonics and fluency will be emphasised in the early teaching of reading, immersive **Whole Class Wider Curriculum Reading sessions** later take precedent using challenging texts and extracts to ensure our reading curriculum offers ambition and challenge. These sessions help to develop fluency, comprehension and increase children's vocabulary whilst focusing on the contextualisation of language.

We also promote a reading culture in which children are encouraged to read widely and for pleasure. It is our intention that by the end of their primary education, all of our pupils will be able to: read fluently, with confidence, in any subject in their forthcoming secondary education; drawing on their knowledge of quality literature to further drive their passion for reading and writing and continue on their journeys as life-long readers.

Implementation

How do we teach phonics?

Phonics at Ashlands is taught following the Read Write Inc (RWI) phonics programme. This is a systematic, rigorous phonics programme which is taught daily in Reception and Key Stage 1. In addition to this, children in Year 3 who still require phonics teaching will also take part in a daily RWI lesson, joining the group of Year 1 and 2 children that best fits their need. The overarching goal of RWI is to help all children learn to read fluently and at speed so that they can focus on developing their skills in comprehension, vocabulary, and spelling. RWI also aims to teach children to spell effortlessly so that they can put all their energy into composing what they write.

At Ashlands, we aim for all children to move into KS2 as well-rounded readers who can:

- Decode words and use this skill to read accurately.
- Read red words (common exception words) by sight.
- Demonstrate sound comprehension skills which support children to fully understand what they are reading and what is read to them.
- Spell unfamiliar words using their phonics knowledge to segment sounds.
- Write letters that are formed correctly.

How do we support children who are not keeping-up with the phonics programme?

Where children are identified to be struggling to remember phonetical knowledge in line with expectations, RWI interventions are used alongside daily discrete sessions in order to ensure our 'keep up, not catch up' approach. These children also access additional 1:1 reading with an adult to support their blending and decoding.

We recognise that children who are making the transition from Year Two to Year Three can become vulnerable to the demands of the increasingly challenging Key Stage Two curriculum. Therefore, we action carefully planned transitions to ensure their phonetical needs are still being met through RWI interventions.

How do we support SEND and the Lowest 20%

"Teachers should aim for all pupils to keep up with the school's chosen phonics programme, ensuring teaching time is sufficient for the content to be taught within the timescales the programme sets out."

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We have a determined approach that all children will meet or exceed the expected standard in reading primarily through our approaches in quality first teaching; offering a systematic reading curriculum where first, phonetical knowledge is developed and deepened to build fluency and later, immersive, ambitious and challenging reading sessions support comprehension and contextualisation.

The following interventions are used in addition to quality first teaching in order to support those children who are working below the expected standard in reading:

- Flashcards used to develop automaticity with High Frequency Words
- Speech and Language intervention: NELI / Blacksheep
- RWI intervention for children in KS2
- Year 2 children joining Year 1 phonics sessions.
- 1:1 reading with an adult for identified children.
- Where the need is identified children will access 1:1 or small group fluency sessions on a more regular basis: these sessions develop children's fluency, automaticity and basic comprehension.
- Purchase of dyslexia friendly texts / books.
- Precision teaching.
- Parental involvement through the Portal access to Oxford Reading Owls.
- External agencies such as SALT.
- IDL dyslexia programme.

How do we develop fluency?

"Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words and sentences and making connections across the text. As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it."

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Teachers are constant models of fluency across the curriculum; they build deliberate fluency practise into their shared reading sessions as well as the wider curriculum through but not limited to: modelling fluency, re-reading, re-casting, echo-reading and development of reading with expression.

Fluency in the Early Years

In Early Years, through quality first teaching, children are given the opportunity to read and re-read a text through the rigorous and systematic teaching of the Read Write Inc (RWI) phonics programme. This is supported through *Oxford Owl*, where pupils can access the same text online from home. The lowest 20% of pupils are read to 1:1 daily.

In nursery, the repetition of rhymes and songs are used to develop vocabulary so that children are familiar with a range of vocabulary. Likewise, texts are read three times so that children develop an understanding of the text, whilst combining successful decoding to develop fluency.

Key Stage one.

In addition to phonics sessions, all of our children (Reception to Year Two) are taught to read and develop their fluency through daily English lessons and being listened to read at least once a week. These sessions provide children with frequent opportunities to apply the phonics they have learned to reading phonetically decodable books. Children first work on their decoding and automaticity; then on prosody (reading with understanding and expression) and finally on comprehension.

Key Stage two: Whole Class Wider Curriculum Reading sessions.

"Reading across the curriculum supports the knowledge and vocabulary to be learnt each subject. Each subject has its own purposes and will need different types of texts. They should be accessible and written at an age-appropriate interest level to encourage pupils to learn more about a subject."

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Fluency is practised during our **Whole Class Wider Curriculum Reading sessions**. Again, children first work on their decoding and automaticity; then on prosody (reading with understanding and expression) and finally on comprehension

Reading material is chosen because for its appropriateness and link with the wider-curriculum. These can be fiction or non-fiction texts. Sessions help to develop fluency, comprehension and increase children's vocabulary whilst focusing on the contextualisation of language

The texts for these reading sessions can be more challenging than a pupil might be able to understand independently because the teacher is there to support comprehension, explaining the meaning of words and phrases or elaborating on key ideas.

Whole Class Wider Curriculum Reading sessions create readers. They allow our pupils to engage with a wide range of human experience: why characters make the choices they make, and why they feel what they feel. It gives them the chance to consider ideas beyond their own experience, and encounter concepts that might never have occurred to them before, as well as exploring universal moments.

How do we support home reading?

From Reception to Year Two, children have access to an online phonetically decodable book that has been read in school. This is to ensure success is shared with the family and that children are experiencing a high fluency rate. In this way, we can be sure that reading is taught and practised at school, and deliberately practised further at home.

Our younger children also take home a 'book to share' to be read with or by an adult. This is because we believe it is vital that children experience a wide range of quality children's books and that all families should have access to these. These books play an essential role in developing a love of reading and are taken from the school's recommended reading list.

The important distinction is that these books are being shared with the children, but they are using fully phonically decodable books to practise their independent reading. For example in Reception class pupils have the opportunity to take home a 'rucksack' of books ranging from those which highlight cultural differences, a rhyming book and a familiar story. These are accompanied by a comfy blanket and treats to share between the adult and child; experiencing a love of books together.

How is the school's Reading Scheme implemented?

Once children have successfully 'learned to read' by cracking the phonics code and are rapidly developing in their fluency, they progress onto **our reading scheme**. Here, children are able to practise, develop and use their acquired skill in order to 'read to learn.'

How do we build pupils' vocabulary?

Our reading curriculum is largely underpinned through our whole-school curriculum. There is a planned approach for all subjects which ensures children are building world knowledge and understanding the different meanings of language in different contexts.

During our **Whole Class Wider Curriculum Reading sessions** pupils are exposed to ambitious vocabulary within the context of the curriculum subject being studied.

How do we support pupils' comprehension of texts?

During shared reading sessions - either 1:1, group, part of the English lesson or in **Whole Class Wider Curriculum Reading sessions** in KS2 - children are engaged in book talk.

From Year Two (Summer Term) to Year Six, we use teach **Whole Class Wider Curriculum Reading sessions** to support our children in learning to comprehend.

The main focus for teaching reading is through a dialogic approach to comprehension – talking and thinking our way to an understanding with the aim that deep thinking becomes a habit of mind. We want children to feel they are able to contribute meaningfully without the constraints of test-style questioning. The approach teaches children to spot clues and apply strategies in order to understand texts at a deep level: we encourage children to become life-long readers.

The **Whole Class Wider Curriculum Reading sessions** firstly introduces children to a text in order to achieve a basic understanding. It then investigates the text through dialogic talk and reading strategies so that children develop a deeper, richer understanding of the themes that lie at the heart of it. The final phase then gives them the opportunity to demonstrate their independent understanding.

The Reading Culture

"Engaging pupils in literature gives them access to all the things we can learn from great books and stories. They should read, listen to and talk about contemporary and classic writing by a broad and diverse range of authors, where the depth of ideas and language allows for rich discussion and study. All pupils should encounter characters, situations and viewpoints that mirror their own lives, so they understand that they matter. Books, however, should also give them a window into the lives of others. For some pupils, stories might be the only place where they meet people whose social and cultural backgrounds and values differ from their own. These books should be introduced in English lessons, story times and book clubs, and used to support subject knowledge development."

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How do we choose our literature?

We believe that reading is an entitlement that should enable children to connect with some of the finest words ever written, opening-up a world of possibility, interest and intrigue. It is with this in mind that across all of our carefully created book lists: The Reading Spine; books to share and the Recommended Reads, we have hand-picked traditional classics as well as a wide variety of texts which act as windows and mirrors for the children.

Windows in stories support the learning of history, show authentic perspectives and shared experiences. These windows, we hope support the learning children do across our wider curriculum and act as a guiding light to help create better global citizens.

Mirrors in stories allow us to see ourselves. They allow the examination of ourselves and can give us a glimpse of ancestry and heritage. We aim to empower our children through the gift of seeing themselves in the literature they read. These mirrors help us see ourselves in relation to the world and help to build connection and a sense of belonging; showing the reader what is possible.

The Reading Spine

The Reading Spine has been carefully developed to broaden children's literature repertoire and encourage them to become wider, more avid and life-long readers and to support writing.

These are our core English texts through which our writing units are derived. Where possible, cross-curricular links are made and texts are chosen because of their connection with wider learning in areas such as history or geography. Some texts have been chosen because of the route they offer into discussing and exploring many social, emotional and cultural issues thus developing the cultural capital of our children.

Reading material also represents protected characteristics, aligned to our PSHE Curriculum such as: age, disability, gender, race, religion.

'Books to Share' & 'Recommended Reads'

We know that well-chosen literature allows children to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary; allowing children to explore and appreciate our rich and varied literary heritage. In order to expose our children to a wider range of high-quality literature we have developed a bespoke collection of texts. The recommended reading book lists have been carefully created by class teachers and are a range of traditional and modern classics as well as non-fiction and poetry titles.

Poetry and Rhymes

"Through enjoying rhymes, poems and songs, and reciting poems or parts of longer poems together as a class, teachers can build children's strong emotional connection to language."

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Daily rhymes and poems are built into our school day in Early Years and Year 1: carpet-time, tidy-up time, when we are lining up and are also built into our English lessons. Rhymes can also be taught through our music lessons combining poems, lyrics and music.

Classes have carefully selected poetry books in their book corners. Through our writing curriculum we teach a unit of poetry each half term and including a range of poems in our English reading phase.

How do we promote Reading for pleasure?

"Setting aside time for pupils to read independently, such as at the end of book club or at another time of the day, helps them to build fluency. It also increases the vocabulary and ideas they encounter, in turn improving their understanding. Putting in the reading miles is important. Class reading time is an equitable activity because every pupil, including those who do not read regularly at home, can learn to appreciate the benefits and pleasure of regular, sustained reading. At its best, class reading time is enjoyable, something on the timetable the class looks forward to. It provides the chance for pupils to settle down and be transported into the world of a good book. To achieve this, however, needs careful planning. Simply asking pupils to find a book and read quietly is unlikely to make the time as valuable as it might be."

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Independent Reading

We have a strong ethos around the importance of reading; including reading for pleasure. Children are given opportunities to read for pleasure daily through independent reading. Adults in the classroom may also read a book of their choice as a way of modelling this practice: immersed in uninterrupted quiet reading.

Story Time

"As with younger children, reading aloud to older pupils is a key way of supporting their development as readers, 'even though pupils can now read independently'. Teachers should consider providing story time for every key stage 2 class, at least four times a week for 20 minutes."

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We aim for each class to enjoy listening to a class story or poem daily. This is usually taken from the **Reading Spine or Recommended Reads** and is read by the class teacher. This is in addition to English lessons (reading phase) and **Whole Class Wider Curriculum Reading** sessions led by the teacher. These sessions may take place at anytime in the day.

Story Time is a powerful driver for improving pupils' reading and all-round education, as well as having a positive impact on their social and emotional wellbeing. It can also be a time of genuine enjoyment for the whole class, a shared experience sparking reflection and discussion. Pupils are seated comfortably with no distractions. The books read aloud **might be either the same texts studied in English lessons or reading sessions or additional texts.**

Reading Buddies

As part of developing pupils' fluency in the early years of reading we engage in 'Reading Buddies' where older children take on the role of reading mentor, supporting children weekly in 1:1 reading sessions. This not only helps develop younger children's reading fluency but this shared activity offers a social and well-being benefit for all taking part.

Padlet: Book Influencers

Children in Year 5 and 6 use an online programme in order to review and recommend books they have read to other members of their year groups. The children become promoters of reading as well as critiques of books they have read.

Classroom Book Areas

"The best classroom book areas are like mini bookshops. The challenge is to offer pupils choice, without overwhelming them. Teachers might consider:

- choosing books from the main school library and organising these under 'very short reads', 'short reads', 'long reads' and books that the class has listened to*
- starting the year with a range of 30 to 50 books, with a few copies of some single titles (including favourites from the previous year)*
- refreshing the stock regularly by introducing different books from the school library throughout the year, with pupils' help, and returning others to free space*
- putting books at eye level so pupils can see easily what is available*
- presenting as many books as possible face-out, so that the cover, author and title engage pupils' attention.*

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In each of our classrooms there is a well-resourced reading area: a place for children to both enjoy reading in comfort and to select age-appropriate reading material. A display of Recommended Reads can be found in each reading area. Classroom libraries are regularly monitored and replenished to ensure they offer a range of appropriate and inviting books.

In Early Years 'story sacks' are used to promote books as well as specific books within the provision linked to the resources e.g Old Macdonald story sack is placed alongside the farmyard set up. There also books provided for the outside areas of learning.

Book club

"Book club is a space on the timetable – not time squashed in as an afterthought – for teachers to promote books and for pupils to make recommendations to each other. In primary schools, teachers should consider providing a book club for every year group at least once a week for 20 minutes."

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We use Book Club as a time for pupils to recommend books to each other, as well as for adults to recommend to pupils. This is organised once a week at the end of story time or to replace a story. In terms of influencing pupils' reading, teachers are the best promoters. Pupils are willing to trust the judgement of a teacher who says, 'I think you'll really enjoy this one,' not least because they feel that the teacher knows them well enough to care about their likes and dislikes.

IMPACT

How do we measure the impact? Monitoring and Assessment of Reading

All children, from Reception to Year 6, have a Reading Record. 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 every day at home. Parents and staff in EYFS and KS1 are expected to write comments in their child's reading record to show that they are reading daily and as a way of communicating. In KS2, children are expected to gradually take more responsibility and record their own books and responses to books.

Phonics Assessment: children's phonetical ability is assessed and recorded on a phonics tracking system each term. Results are discussed between class teachers and alongside the Phonics Lead and Head Teacher at termly pupil progress meetings.

Fluency Assessment: Staff keep a regular check on reading logs and children's movement through the reading scheme – ensuring end goals are met where appropriate before the end of the year. Reading progress in the acquisition of fluency is assessed and gaps are addressed quickly and effectively for all pupils – this may be through phonics intervention, increased fluency in reading support or parental engagement request.

When making judgements each term, teachers take into account children's comprehension ability as well as their development in fluency. To do this, fluency checks are performed to assess children's progress towards their 'end-goals' on the reading scheme.

Comprehension Assessment

Formal assessments take place termly for Year One-Six using NFER

(National Foundation for Educational Research). Children's attainment is recorded on the whole school data tracker. This allows leaders to understand which children are on track, based on their prior attainment, as well as identifying the lowest 20% of readers in each year group through mapping grids. Results are discussed between class teachers alongside the senior leadership team at termly pupil progress meetings where actions are discussed, agreed and reviewed.

Continuous Professional Development for Staff

We take the continuing professional development of staff seriously and as result ensure our staff receive regular training on how to deliver phonics effectively and how to deliver our reading strategy.