

# Grange Primary School



## **Intent, Implementation and Impact Statement – Reading**

### **Intent**

At Grange Primary School, we believe that becoming a life-long reader and lover of books begins at an early age. We believe it is in the earliest years of life that children learn to become fluent, skilled and attentive readers. We value the importance of oracy; using spoken language to develop children's communication skills to broaden their vocabulary and their understanding of the world around them.

We believe reading is key for success across the primary curriculum and aim to reflect this through a vocabulary rich curriculum, in which high quality texts are mapped into all subject areas. Alongside this, we value the development of speaking and listening skills and understand the crucial role they play in the helping children learn to read from their earliest years of life.

The intent of teaching early reading through *Little Wandle Letters and Sounds Revised* is to provide children at Grange Primary School a strong foundation in phonics and reading skills. By using a systematic and structured approach, we aim to teach children how to decode words by sounding them out, and to develop their phonemic awareness skills. We have adapted the teaching of *Little Wandle Letters and Sounds* program in order to best suit the needs of our children. In turn, we emphasise the importance of building vocabulary, understanding, comprehension strategies and fluency practice, while also nurturing a love of reading and a lifelong appreciation for literature. Through engaging and interactive lessons, we strive to create a positive and supportive learning environment that encourages children to become confident and proficient readers by the end of key stage one.

Reading is a priority at our school and we aim to promote meaningful discussions during lessons, providing children with daily exposure to modelled reading and placing a focus on the learning of new vocabulary. We strongly believe that reading should be an enjoyable and enriching activity that reaches far beyond the discrete teaching of reading skills. We prioritise reading for pleasure in our timetable and work hard to develop home reading links; with parents playing an active role in their child's reading journey. Our timetable is mapped in a way that celebrates and raises the profile of reading, books and authors. We hold reading focused assemblies, host author visits, open our library at lunchtimes and after school, hold reading workshops for parents and have a daily dedicated 'story time' in each class. Additionally, we invite parents of children in EYFS and key stage one in weekly to share in 'Reading Together' sessions.

### **Implementation**

Reading at Grange Primary School is a combination of phonics, one to one reading, home reading, whole class reading and small group guided reading. Knowledge and skills are taught sequentially with high expectations consistently applied, to maximise learning outcomes for all children.

High quality texts have carefully been chosen based on training from The Literacy Tree and selected criteria decided by reading leaders. (See Reading Progression Map). These texts are used throughout English lessons to teach reading and writing and support the delivery of the reading curriculum. This enables children to excel and be prepared for, every stage of learning and beyond.

Reading is taught in a variety of ways depending on the age and stage of the children. Here are some of the different ways we teach reading at Grange Primary School:

### **Phonics**

At Grange Primary School, we begin Phase 1 phonics in Nursery, teaching children to explore the sounds in the world around them. We have a strong push on oracy that supports early reading development from Nursery through core books, songs and rhymes. At this stage, children are developing their language skills, phonological awareness and their ability to recognise and manipulate sounds in words. By teaching phase 1 phonics, children begin to learn about rhyme and alliteration whilst exploring environmental sounds. With this early introduction to phonics, we create a foundation for learning to read and write. It also helps children develop their speech, language and communication skills by experiencing regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. We recognise the impact of play on a child's development, and the importance of children also accessing these activities independently through their provision. Through fun, engaging and interactive phonics lessons in nursery, children are introduced to new sounds, activities and games. It helps build their enthusiasm for learning and sets them up for success in school. These sessions encourage children to develop strong language and phonics skills from an early age, providing them with a solid start for when they transition into

our Systematic Synthetic Phonics program- *Little Wandle Letters and Sounds Revised* in Reception and into Key Stage One.

*Little Wandle Letters and Sounds Revised* is an approach to teaching reading that focuses on the relationship between sounds and letters. The program is designed to teach children how to break down words into their individual sound (phonemes), and then teaches them how to blend those sounds back together to form words. We encourage children to sound out decodable words, and recognise the 'tricky' part of tricky words. This helps children develop strong phonemic awareness skills, which are essential for reading fluency and comprehension as children move through primary school.

As part of this program, children in Reception and Year 1 have daily phonics sessions where they participate in speaking, listening and spelling activities that are matched to their developing needs. We teach children to decode, blend and apply this knowledge, then match the word to a picture to help their vocabulary, understanding and comprehension. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged, also to identify children who may need additional support. Children receive daily 'keep up/ catch up' sessions to help narrow the gap across the key stage. They work through progressive phases, developing their knowledge of graphemes; applying them to appropriately pitched texts. Children take home a decodable reading book that is linked to the phonics phase that they are working at, as well as a 'sharing book.' Children in reception and year 1 follow *Little Wandle Letters and Sounds Revised* reading program which is supplemented by daily supported reading sessions. During this time, children continue to develop their skills of decoding, prosody, comprehension and fluency in a small group session, ready for Year 2. Children in the bottom 20% receive additional 1:1 reads weekly. Staff have constant access to an online portal of training, and the reading leaders hold regular meetings and training to ensure there is a consistent approach by all staff, for all children.

### **Reading practice sessions**

These occur in EYFS, KS1 and for children who have been identified as 'early readers.' Children participating in guided reading are given the opportunity to read, comprehend and discuss a text at their level. These sessions:

- Are taught by a fully trained adult to small groups of up to six children
- Use books from *Little Wandle Letters and Sounds Revised* that are matched to the children's phonic knowledge
- Groups are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

### **Decoding**

**Prosody:** teaching children to read with understanding and expression

**Comprehension:** teaching children to understand the text.

In Reception, reading sessions also take place three times a week. Children who are not yet decoding have additional blending practise in small groups, so that they quickly learn to blend to read books. In Years 2 and 3, we continue to teach reading this way for any children who still requires practise reading with decodable books. (See also Early Reading policy)

### **Whole class shared reading**

From Year 2, children are taught reading using the shared reading approach through the *Literacy Tree: Literacy Leaves three days a week*. Wherever possible, children will have access to a hard copy of the text and share this, one between two. A key text is chosen from a variety of class sets available to each year group; these books cover a range of genres and text types and where possible, have been carefully chosen to link to other areas of study, to support our cross-curricular reading approach. Teachers begin by contextualizing the book, introducing new vocabulary and modelling reading strategies. Lessons focus on a core reading skill, taken from the content domains laid out in the National Curriculum. Teachers develop bespoke questions to support children's development which align with age related expectations. Reading aloud is modelled by the class teacher (and children) alongside the process of comprehension and understanding of a text taught. A range of question types and formats are explored with the appropriacy and specifics of answers considered.

The other two days of the week, children are completing activities based around their class text, reading for pleasure, or reading with an adult. Children reading one to one with an adult in their class have the opportunity to discuss their favourite books and characters in a relaxed environment with a familiar adult. The structure of this allows children to read with an adult weekly.

Each joint year group has a reading area filled with diverse books for the children to access and to read for pleasure in.

### **Interventions**

Interventions focusing on decoding, fluency and specific comprehension skills are mapped in to support the progress of all readers. Children who have been identified as reading below their year and still require phonics teaching receive phonics sessions three times a week at their developing phonics level. These children take home a reading book matched to their phonic level, as well as a sharing book from their class book area and/or the library to read for pleasure.

### Home Reading

All children are expected to read at home daily. Expectations for home readers are clearly explained to parents at the beginning of the year. Children have a reading record that is to be signed each time a child reads at home. Reading record books and their assigned reader (in EYFS, KS1 and those still requiring phonics in KS2/ free choice book in KS2) should be brought into school every day. An adult in the classroom checks these to ensure children are reading at home. Teachers follow up with parents when necessary, if a child is not reading at home. Children receive certificates and prizes for specific amounts of reads. Additionally, each child has access to *Reading Eggs*- an online reading platform, which they can access from home.

### Celebrating Reading

In our mission to develop keen and fluent readers, we place a huge emphasis on exploring books and authors throughout the school calendar. We regularly timetable reading for pleasure sessions; encourage staff and children to share their favourite books and authors; classes have a dedicated 'story time' each day; and we celebrate days/ weeks such as, National Storytelling Week, poetry week and World Book Day which are accompanied by author visits and workshops. We run a sponsored read where children are encouraged to read and raise money for new books for the library. Further to this, each child has a home reading record that they take home with their reading book each day. They are encouraged to read for 10 minutes at home in key stage one and at least 15 minutes in key stage two and discuss the book with their parent or carer. The children bring their signed reading record in each morning to be monitored by an adult. If children are not reading at home, the class teacher will contact parents to see if there is anything we can do to help support this at home. Children earn certificates at the weekly assembly and prizes for their continued effort in reading.

### How reading remains a priority at Grange Primary School

- Lowest 20% readers are prioritised with targeted frequent reads.
- KS2 Early Readers receive phonics lessons three times a week, and complete the three reads from *Little Wandle Letters and Sounds SSP*
- EYFS & KS1 Reading together sessions- These are held weekly to give parents/carers fun, practical ideas to support reading at home, and to enjoy shared reading for pleasure opportunities with their children.
- Quiet and inviting spaces for reading- Each satellite has a reading corner which is well organised and inviting.
- A whole school library which contains a choice of reading material such as, comics, magazines, poetry and engaging and diverse titles.
- Core text focus in Nursery giving children the chance to browse, handle and hear stories repetitively.
- A home reading rewards programme.
- A subscription to Reading Eggs for classes.
- A team of reading volunteers supporting reading across the school.
- Reading is celebrated in weekly assemblies.
- Time in classes to develop reading for pleasure.
- Storytime at the end of each day in all classes.

### **Impact**

Grange Primary School prioritises vocabulary development across the curriculum, which encourages children in all stages of their education journey to be curious learners. They are encouraged to ask questions, discuss ideas and share opinions and viewpoints throughout their day.

We place an importance on reading and phonics and prioritise training for all staff to ensure children are receiving a consistent approach in their introduction to early reading. Regular parent workshops and reading together sessions ensure that parents have a good understanding of how to support their children at home. High quality, diverse reading books are made available in class libraries, ensuring books are not only engaging but are representative of our school community and the wider world.

The impact of reading at Grange Primary School is measured through a variety of assessment and monitoring opportunities, in order for children:

- to be able to read and show increasing confidence, resilience and independence in their reading skills so that they continue to become lifelong readers.
- to have a love of reading and develop preferences on what type of genre or topic they like to read.
- To be able to understand what is read to them and answer questions including making inferences and making connections between texts.
- to make progress from their starting point.
- to develop reading skills and knowledge and begin to apply this across the curriculum to prepare them for the next stage of their education.

Reading for children is monitored through regular assessment which is used to inform planning and teaching. Attainment in phonics is measured each half term via Little Wandle Letters and Sounds assessment through Phonics Tracker and by the Phonics Screening Test at the end of Year 1.

Attainment and progress in all year groups is measured through termly reading assessments, used alongside inter and intra school moderation of the children's reading books to make judgements against National Curriculum objectives. Teachers upload this assessment data onto the whole school tracking system and monitor progress towards National Curriculum objectives as well as the progress of targeted intervention groups. Termly moderation meetings are held in school in both year groups and phases, where teachers work to identify gaps in knowledge and skills that is then used to inform future planning. Throughout the term, the Senior Leadership Team carry out learning walks, observations, book looks, teacher-pupil conferences and pupil progress meetings in order to monitor the quality of teaching and learning across the school. The outcome of these reviews is reflected in actions set out in teachers' appraisals and as whole school targets shared with staff.

Children across Grange Primary School enjoy reading a range of genres and be exposed to a variety of authors. They leave Grange Primary School with a love of reading, knowledge of a range of authors and an understanding of the power of reading to open doors and unlock potential. They will be ready to apply their broad skill set to their study of the wide range of subjects in their forthcoming secondary education.