

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.

Phonics is taught systematically in EYFS and KS1. Lothersdale School follows the Letters and Sounds approach as outlined in 'Letters and Sounds: Principles and Practice of High Quality Phonics', found in the Primary National Strategy 2007. The school uses a systematic synthetic phonics programme designed to teach children to read and write. Our first approach is Jolly Phonics as a visual, auditory, kinaesthetic and multi-sensory method of teaching phonics. Letters and Sounds is used for the structure and coverage through EYFS and KS1 alongside this. Children are then taken through the phases of blending and segmenting words to develop reading and writing skills. Year 2 children develop their knowledge of spelling patterns using Rising Stars 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 adopt a determined approach to teaching phonics and reading to ensure that all children have the fluency and automaticity required to access all reading material.

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

- Blending decodable words
- Sight reading of high frequency and tricky words
- Segmenting decodable words (including high frequency words) □ Spelling tricky words

At Lothersdale Primary School we use Oxford Reading Tree as our main reading schemes from Class 1 onwards and these are supplemented by with different reading materials such as Pearson's Bug Club and Ginn. All of the schools' reading books are based on Book Bands throughout EYFS, KS1 and early KS2

Intent

- We have high expectation for reading across the school. This starts with our early year's provision developing early reading knowledge and skills- 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 Reception 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.

- Fluency and automaticity is our aim and this can only be achieved through reception and KS1 by carefully matching reading books to pupils' phonological knowledge. As fluency builds across KS1 we effectively use assessment to deepen pupils' reading comprehension.
- We continuously monitor and support pupils who are behind expected standards.
- Transitions from year groups 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 expected standard in reading by the end of KS2 unless their SEND needs impact significantly on their reading development.
- Reading for pleasure is promoted throughout the school.
- Teacher's subject knowledge enables all pupils to achieve their potential

Implementation

- Reading ladders 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.
- Greater emphasis on reading and writing in the KS1 curriculum – teachers know how to teach English explicitly in the non-core.
- Daily reading is a priority.
- Book bands system used (using Rocket Phonics and Reading Planet books from Rising Stars), updated reading record books, timetables show regular story sessions, phonics/reading audits carried out by HT and English subject leader.
- Pupils are read to frequently, pupils introduced to horizontal/vertical vocabulary across the curriculum with sufficient contextual exposure, vocabulary included on displays in all classrooms.

Impact: to be reviewed at the end of each year

Parental Involvement

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

At Lothersdale Primary School, we encourage parents to attend relevant meetings and workshops to help them to support their child at home. We hold meetings annually that focus on the whole school curriculum, 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 Plus sessions and engage with our online reading package.

All children from Reception 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 for ten minutes every day and have stories read to them at home. Parents in EYFS, KS1 and LKS2 are expected to write comments in their child's reading record to show that they are reading daily and as a way of communicating, when appropriate, with their child's teacher about their reading. In UKS2, children are expected to take more responsibility and record their own books and responses to books.

Reading for Pleasure

At Lothersdale Primary School, we have a strong ethos around the importance of reading and having a lifelong love of books. We have a determined approach towards teaching reading and we also recognise that children need to have very regular opportunities for reading for pleasure.

During this quiet and relaxed time, they can choose to read their home reading book or books available in their classrooms independently or with adult support where appropriate. Adults in the classroom may also read a book of their choice as a way of modelling this practice.

In addition to this, each class enjoys listening to a class story daily, which may be from the whole class text. 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, this developing children's cultural capital.

To further promote reading for pleasure various reading clubs take place after school during the year. Children can read quietly, in pairs or be read to by an adult. There are a range of different reading materials that the children can access and explore such as comics, magazines, non-fiction and fiction books.

Library

At Lothersdale School, we have a library with an infant and junior section. Fiction and non-fiction books are catalogued and children have their own reading cards. To encourage the use of the library, children visit the library at least once per week:

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 banded books or free readers and library books. Our banded books are from Pearson's Bug Club 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. Oxford Reading Tree 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 'live' 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. KS2 classes also have 'First News' available. In EYFS and KS1, these reading areas also include reading provision; decodable fiction and non-fiction books that cater to children's interests that are labelled so children are aware that an adult will read that book to them.
- **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' (published by TES, 2015) and therefore include classics and modern classics. The lexile range guides the age group the book is suitable for. Children are expected

to choose 6/10 of 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; revisits, 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 Lothersdale 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 who are reading banded home reading book are listened to read 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 (see agreed 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

During guided reading, children work in small groups (driven by ability) and read the text together. This can be a combination of adult modelling to the children, children reading in turn and supporting one another or children reading independently, aloud or quietly. This book is carefully chosen to align to children's phonics ability but also to provide challenge and extend children's reading capabilities. Children orally answer comprehension questions. In KS1 guided reading involves a carousel system. When children are not reading with an adult, they participate in purposeful phonics or comprehension consolidation tasks.

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 Lothersdale Primary School, learning always starts with the children's prior knowledge and any misconceptions they may have. For more details about assessment in phonics, see specific documents on our website under the phonics section.

Phonics is taught using the Rocket Phonics SSP throughout school, and all staff in school are trained in the use of this SSP.

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 NFER assessments.

SEND children and children who are working towards the expected standard

At Lothersdale 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.

Reviewed March 22 - CG