

RYHALL CE ACADEMY

READING Curriculum Statement



INTENT

Leaders in our academy prioritise the teaching of reading: word reading and reading comprehension. We aim to ensure that all children at Ryhall CE Academy become successful readers.

Reading comprehension develops through pupils' experience of high-quality discussion, as well as from reading a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. We intend that all pupils understand and can articulate what it is to be a 'good reader'.

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, lesson observations of Guided reading and phonics sessions, pupil voice interviews, analysis of data, work scrutinises etc. 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 e.g PIRA).

IMPLEMENTATION

1. EARLY READING (WORD READING)

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

use one synthetic phonics programme from YR to Y2:

We use Read, Write, Inc. to teach phonics and grapheme knowledge (common exception words and red tricky words). We supplement this scheme with Phonics Play.

From the third week of starting school children in EYFS begin letter sound correspondence.

The following is a breakdown of where we expect children to be in relation to their phonological development through EYFS and Year 1:

EYFS:

- End of Autumn Term: Completed Set 1
- End of Spring Term: Completed Set 2
- End of Summer Term: Consolidation of Set 2

YEAR 1:

- November: Expected Score on Phonics Screening Check of 19/40
- Mid Autumn Term recapped Set 1 and beginning set 2

- End Autumn Term completed Set 2
- February: Expected Score on Phonics Screening Check of 25/40
- Mid Spring Term part way through Set 3
- End of Spring Term: Completed set 3
- April: Expected Score on Phonics Screening Check of 35/40
- End of Summer Term: Completed prefix and suffix root words

YEAR 2:

- Recap set 2 and 3 as sound families and move to Spelling patterns.

Reading books in EYFS and KS1 have been matched to individual phonics knowledge. Children are taught specific phonemes and graphemes and then have access to a band of books that reinforce the phonics that they have been explicitly taught. These have been carefully re-banded recently to support and reinforce the phonics taught. Children take reading books home twice every week and are encouraged to read at home at least four times per week to develop fluency. Parents have access to the Read Write Inc e-book that we have been studying in our Guided reading sessions to develop fluency and expression, alongside confidence. Reading diaries are used by parents to comment in each time a child reads then they are used in school for staff to monitor the number of times the child has read at home and rewarding those that have read at least four times. We discuss this expectation at the parent consultations and this is also made clear in phonics and reading workshops for parents. Parents are encouraged to use questioning techniques to develop comprehension skills at home using bookmarks given to all children across the school.

We make time to teach phonics

Children in EYFS and Year 1 have a daily phonics session lasting for 15-20 mins. The structure of each session is as follows:

- Revisit and Review: Recap recently and previously learned phoneme-grapheme correspondences, developing blending and segmenting skills as appropriate.
- Teach: Introduce new phoneme-grapheme correspondences, teach the skill of blending and segmenting as well as tricky words.
- Practise: Practise blending to read and segmenting to spell words with new phoneme – grapheme correspondences.
- Apply: Apply the new knowledge to read or write captions/sentences that contain the new phoneme- grapheme correspondence or tricky word.

If children are not reaching these expectations and keeping up with the pace of our phonics programme we intervene quickly by giving extra support. We give catch up support provided by smaller group interventions. The content of these sessions is determined by on-going gap analyses and our in depth knowledge of each child. These sessions are additional to our daily phonics sessions.

We build a skilled team who can teach phonics

The Phonics Lead (also Year 1 teacher and shared English Leader has led staff training in phonics delivery and specifically in our chosen scheme) – initially this has been with EYFS/KS1

staff as well as KS2 staff using phonics as an intervention. Following full RWI training to take place in February 2022, all teaching and education support staff will receive further training.

(Note: see separate Phonics Appendices for further detail regarding Phonics at Ryhall CE Academy)

2. READING COMPREHENSION (AND RESPONDING TO TEXTS)

Reading Teaching Sequence / Model:

a. Whole Class Reading

Children hear, share and discuss a range of high quality texts through our whole class Literacy teaching, both fiction and non-fiction. Genres are mapped out across Key Stage 1 and 2 to ensure progression and breadth of coverage, text types have been chosen to support children with tackling the 5 plagues of reading.

Explicit teaching of reading comprehension takes place as part of the Literacy teaching sequence in phase one of the sequence which happens over the course of a full week (approximately). The week entails studying key texts linked to the genre being taught and this phase focuses on reading, understanding, comprehending and studying the vocabulary.

Reading comprehension skills are also taught in Shared reading lessons in Key Stage One and at least 3x per week in Key Stage Two.

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

- **V**ocabulary
- **I**nference
- **P**rediction
- **E**xplanation
- **R**etrieval
- **S**ummarising and sequencing

The level of challenge increases throughout the year groups through the complexity of texts being read and the types of questioning used.

Vocabulary is developed by the following strategies:

- Every classroom around the school has a word wall
- Words are added to the word wall during reading sessions and the meanings of these words are discussed
- Children practise using these words in 'their world' to show that they understand the meaning
- At the start of a new text, the children are introduced to the new words and activities are carried out based on these words to ensure the children fully understand before continuing reading.
- In KS2, the children plan their writing including planning the vocabulary they will use that has been drawn out from the reading

- In other subject areas, knowledge organisers are used that include subject specific vocabulary.
- Subject display boards and role play areas display vocabulary that children can read and 'magpie' for their writing.
- Vocabulary word mats are used in KS1 and dictionaries and thesauruses are used in KS2 to support children with broadening their vocabulary.

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

b. Guided Reading (Year 1):

Guided Reading takes places for two hours each week. Children are grouped based on needs and texts and selected carefully to ensure a match of challenge and phonic progress. The sessions take on the format of word reading and fluency focus (prosody) followed by a session focusing on comprehension of the text read.

In year 1 and 2, each term staff spend 2 weeks reading with the children in 1:1 sessions to assess their reading progress through miscue analysis children.

In Year R children take part in 1:1 reading with staff developing their sounding and blending skills alongside red word recognition and application. From Easter Reception children begin paired reading using the Read write Inc. story books.

c. Whole Class Shared Reading

In addition to our three week English teaching sequence, which focuses on the development 'reading as a reader' in phase 1 (with daily lessons for the first week), Year 2 upwards take part in whole class shared reading daily. The class will share a high quality, challenging text and discuss comprehension skills, vocabulary and grammar. In KS1 comprehension is taught through the use of Reading Dog resources. In year 3 VIPERS are introduced to the children and this is continued to support the teaching of reading throughout KS2. Whole class shared reading happens at least 2 times a week in year 1, Daily in Year 2, three times a week in Year 3 and 4 and at least 4 times a week in years 5 and 6.

d. 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.
 - Improving reading fluency (Prosody)

All programmes are rigorous and systematic with the intention that these children catch up rapidly with their peers. Reading interventions are delivered through a guided reading approach and using the programme 'SHINE' which is linked to our assessment program.

3. DEVELOPING THE LOVE OF READING

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

- Whole class reader/shared reading is timetabled every day – this is shared as 'story time'. This is 15 minutes reading a class book in every classroom across the school. This is reading by an adult. We have identified as a school which stories the children will be highly familiar with by the end of EYFS to Year 6.
- Class Reading libraries: Each class reading library has a minimal amount of books. These books are chosen by class teachers to attract the children's attention. Teachers can be found reading these books during their free time to promote and encouraging children to want to read them.
- Books lists: Each year group has a list of 'recommended reads BOOKS you must read in Year...'. This list is created by the previous class children to inspire and encourage reading for pleasure and discovering new authors.
- At lunchtimes, children can chose to use our 'Book Shed' located on the field. Children can share books across year groups encouraging and advising each other on new authors and book choices.
- We as teachers promote our own love of books by sharing titles that we have discovered, read and enjoyed. We have displays around the school sharing books teachers recommend that children read before the year is out!
- As part of our teaching Sequence we share information about the author and other books they have written. Posters of each author the children have studied are displayed in the classrooms.
- The Book Squad: Older children are paired up with younger children across the school to take part in a weekly club. The older children listen to the younger children read and also read stories to the younger children. This is a select number of children who are invited as part of a club.
- Accelerated Reader: this is being used throughout Key Stage Two. The children have their own log in and the books in Key Stage Two have been re-labelled to fit with this scheme. Once children have completed their reading books, they take part in an online quiz, which tests their comprehension skills. Reports are used to feed back to teaching staff and parents showing what the children need to work on.
- Visit to village library – encouraging all children to become members with school also promoting activities held at the local library.
- Book Fairs e.g. Scholastic Book Fair
- Weekly 'big reveal' in Year 1 – an initiative whereby parents purchase once book from a list and gift it to school as a wrapped gift. Each week children take home one wrapped book to slowly unwrap at home and share with parents at home, before returning it wrapped for re-distribution the following week.

IMPACT

We use a range of strategies to assess the children's reading and employ effective formative and summative assessment procedures throughout. Teachers refer to such assessments as a support for making judgements and to inform planning. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They base their judgements on the quality of the child's reading at three specific assessment points throughout the year.

Early Reading

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.

- Parents are encouraged to use Reading Dog questions at home to encourage comprehension skills alongside word reading.

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.

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;
- Understand age-appropriate, academic vocabulary.