



St Andrew's C. E. Primary School
Grafton Street, Kettering, Northants NN16 9DF

'Where young minds grow and young hearts learn to care'

**LEARNING AND
FLOURISHING
TOGETHER**



Headteacher: Mr Ben Arnell

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Reading Intent, Implementation and Impact at St Andrew's School

Reading Intent (the What) and Implementation (the How):

Everyone in our academy prioritises the teaching of reading: word reading and reading comprehension. We aim to ensure that all children become competent, lifelong readers. Reading comprehension develops through pupils' experience of high-quality discussion, as well as from reading a range of stories, poetry and non-fiction. All children are encouraged to read widely to develop their knowledge of themselves and the world they live in, to establish a love of reading and to gain knowledge across the curriculum. We intend that all children understand and can articulate what it means to be a successful reader.

Early Reading (word reading):

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

1. Use one synthetic phonics programme from EYFS to Y2:

We use 'Little Wandle Letters and Sounds' to teach phonics, common exception words and tricky words. We have fidelity to this one programme.

Using this programme, we are confident that:

- grapheme/phoneme (letter/sound) correspondences are taught in a clearly defined, incremental sequence;
- children are introduced to an initial group of consonants and vowels early on, enabling them to read and spell simple CVC words as soon as possible;
- children are taught the highly important strategy of blending phonemes in order to read words;
- children are taught to apply the skills of segmenting words into their constituent phonemes to enable them to spell with confidence;
- the multi-sensory activities used are interesting and engaging but firmly focused on deepening the learning associated with its phonic objective.

2. Make time to teach phonics:

We ensure enough time and priority is given to fully implement our phonics programme. Children in EYFS and Year 1 have a daily phonics session, lasting for at least 20 minutes. However, the teaching of phonics extends beyond this time and is applied and reinforced when appropriate throughout the day. The structure of each session is as follows; review, teach, practice and apply.

In order to ensure that children keep up, the following approach is adopted:

- scaffolding is used to support the lowest attaining children in daily phonics lessons;
- oral blending, segmental blending and GPC recognition is consolidated throughout the day to revise key aspects that need reinforcement;
- 1:1 catch up support provided.



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3. Children practice early reading with fully decodable books:

Reading books in EYFS and KS1 match our phonics programme. Children are taught specific phonemes / graphemes and then have access to books that reinforce the phonics and tricky words that have been explicitly taught. They have access to a specific selection of books that they can choose from to take home. These books have been carefully grouped so they are fully decodable, are matched to phonic knowledge and include a small number of tricky words.

4. There is effective phonics provision for all children:

'Little Wandle Letters and Sounds' promote a whole-class approach with scaffolding throughout the lesson. As well as this, we have same day additional sessions, small group work and 1-1 interventions in place. Progress is continually assessed using a simple but effective system. Regular progress meetings are held.

5. Build a skilled team who can teach phonics:

Every member of our staff has accessed recent in house training by our Phonics Lead and external 'Little Wandle Letters and Sounds' training including our most experienced staff. Our phonics teachers have also had the opportunity to watch model lessons delivered by the phonics lead. LSAs delivering 1:1 intervention have also accessed additional training. Training is also provided for all new staff.

6. We have a dedicated Phonics Lead who ensures quality, consistency and continuity of teaching:

Our Phonics Lead is a teacher with expertise in and direct experience of teaching phonics. Our Phonics Lead has dedicated time to fulfil the role and her responsibilities. This includes; monitoring, mentoring and modelling. As a consequence, all Phonics teaching is consistent and of high quality.

Early Reading Impact:

We have the expectation that all children will attain or exceed the expected phonics standards. Teacher and school expectations are high for all children, regardless of background. There is confidence that teaching the programme, which is split into phases, will ensure success. Small-steps success is built in and celebrated and all children are continually praised and encouraged.

We expect our children to meet the following milestones in terms of their phonological development through EYFS and Key Stage 1:

EYFS:

- End of Autumn Term: Completed Phase 2
- End of Spring Term: Completed Phase 3
- End of Summer Term: Completed Phase 4

Year 1:

- End of Autumn Term: Y1: Review of Phase 3 and 4 and started Phase 5
- November: Expected Score on Phonics Screening Check of 19/40
- February: Expected Score on Phonics Screening Check of 25/40
- April: Expected Score on Phonics Screening Check of 35/40
- End of Summer Term: Y1: Completed Phase 5



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We closely monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels, are swiftly identified and enough additional support is provided to enable them to keep up. We give catch up support by providing group and 1:1 interventions. The content of these sessions is determined by on-going gap analyses and our in-depth knowledge of each child. Children experiencing significant difficulty are provided with intensive, individual support to reach the required standard.

By the end of Year 2 we expect our children to be skilled at word reading to ensure:

- speedy working out of the pronunciation of unfamiliar printed words (decoding); decode 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 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.

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 school.



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Reading Comprehension (and responding to texts):

Reading Teaching Model in EYFS and Y1:

The development of word reading is fully balanced in EYFS and Y1 by the development of vocabulary, comprehension and a love of literature. In EYFS and Y1, the children receive a twenty minute phonics session and a twenty minute shared or guided reading session, daily. The children stay in their classes for phonics and shared reading and will be taught guided reading in groups. All members of staff delivering reading sessions have had external and in house training sessions with the English lead. Our shared reading model is based on the Aiden Chambers 'Tell Me' approach. The children will start of orally discussing books and what they like and dislike and begin justifying their answers. The children will then think of puzzles and connections within a range of texts. These discussions and activities will help to prepare the children for the explicit teaching of the Content Domains in Y2. Our guided reading model comes from the 'Little Wandle Letters and Sounds' scheme. In groups, children will read a text three times and will focus on decoding, prosody and comprehension. A wide range of high quality books are read to and shared with all children daily, accompanied by frequent book talk to develop comprehension. Teachers have extensive knowledge of children's books and read aloud with enthusiasm and in engaging ways. Books have high profile around classrooms and school. Children explore books through role-play and within continuous provision.

Reading Teaching Model in Y2 and KS2

- **Shared Reading:**

Children hear, share and discuss a range of high quality texts through our whole class Literacy teaching, both in terms of fiction, non-fiction and poetry. Where possible, shared reading books are matched to the genre and focus being taught in writing lessons. Genres are mapped out across Key Stage 1 and 2 to ensure progression and breadth of coverage. Explicit teaching and modelling of reading comprehension takes place as part of the Literacy teaching sequence five times per week. Three of those sessions are whole class shared reading and two are guided sessions.

We ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach and model the following key reading domains outlined in the National Curriculum to ensure that children understand what makes a successful reader:

- Using background knowledge
- Vocabulary (and grammar – linguistic knowledge)
- Visualisation
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising
- Sequencing

The level of challenge increases throughout the year groups through the complexity of texts being read and as



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outlined in our Reading Progression document. 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.

- **Guided Reading:**

In addition to whole class teaching of reading, guided reading takes place twice a week. Children are grouped based on needs and texts are then selected carefully to ensure the right level of challenge. Domains taught in the whole class sessions are reinforced in the guided group sessions.

- **Reading Interventions:**

Reading interventions focus on word reading for children who are struggling to decode and reading comprehension for those children who can decode fluently but do not understand what they are reading. All programmes are rigorous and systematic with the intention that these children catch up rapidly with their peers.

Fluency

Using 'Little Wandle Letters and Sounds' or 'Collins' assessments we ensure all the children are reading appropriate texts fluently. These assessment allow us to ensure children are matched correctly to their reading books and allow us to identify gaps in learning.

Vocabulary Development:

The teaching of vocabulary is fundamental to the teaching of reading and writing and takes place throughout the entire teaching sequence. Throughout the teaching sequence all children encounter core books and model texts with a challenging level of vocabulary. New words that the children encounter are explored and children are encouraged to share any new vocabulary with their peers and discuss their meaning. Vocabulary from the text is carefully planned and is taught both explicitly (pre-taught) and implicitly (at the point of reading). When selecting our words to explicitly teach we use Isabel Beck's 'Tiered' vocabulary system. We explicitly teach tier 2 words (words that the children would not use in every day conversation including words which have more than one meaning depending of the context of the text) and tier 3 words (more 'academic' words with specific definitions e.g. scientific/technical words.) All classrooms are vocabulary rich and reflect/exemplify the words and phrases which have been taught and explored over a sequence of learning/within a topic area. Every classroom be vocabulary rich and a range of words is added with prompts to aid children's understanding. These words are taken from across the curriculum, as well as, wider reading. New words that the children encounter, are explored by using 'Never Heard the Word' grids and displays.

Developing the Love of Reading:

We aim for every child to leave our school with a love and enthusiasm for reading. The following strategies are used to encourage reading and to develop the love of reading in our school:

- **Read Aloud:** Reading aloud takes place every day in every class. We have identified as a staff which texts the children will be highly familiar with by the end of EYFS, Y1 and Y2. Read aloud continues to take place throughout Key Stage 2 daily. High quality texts are selected in a whole school overview to ensure there's no overlap.



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- School Library: The children in EYFS and KS1 take home library books once a week to share at home and are encouraged to read widely across both fiction and non-fiction. KS2 children will also have access to the library and can select books to take home. Our new library and our mini libraries have a wide selection of literature for the children to enjoy. We also have an outdoor library (The Book Barn) that the children can enjoy at break and lunchtimes.
- Each class have time to 'Read for Pleasure'. This is to allow the children time, in school, to share and develop their love of reading. We also carry out peer reading sessions where we mix up the school and younger and older children can read together.
- Every classroom has a reading corner with a wide selection of books. These books can also be borrowed out and the children have chances over the year to request books they would like to see on the shelves. Each room also has a 'Teacher Library' in their book corner. This is a box full of books that staff members have enjoyed and would recommend to others..
- Every term we have a reading event to promote the love of reading. These can include, author visits, celebrating World Book Day and inviting book fairs into school.

Parental Partnership:

Every effort is made to help parents understand and support the school approach to reading. Parents are helped to know how best to support their child in early reading, reading comprehension and vocabulary development by carrying out parent workshops and information on our website. Reading at home is strongly promoted. Teachers ensure that parents understand how to work appropriately (and differently) with decodable books and shared books. Children take reading books home on a daily basis. We have a system in place for changing books. In KS1, each child changes their home reading book on a Monday. Parents and carers are encouraged to read this book each night to build up fluency. On a Friday, the children get to choose and take home a library book that they can share over the weekend. This is to expose them to a range of quality literature. In KS2 children can change their reading book when they need to and in some cases library books can be used as reading books. Our expectation is that children read at home at least four times per week. Each child is given a Reading Record for the parents to use. The teacher monitors these in order to ensure children are reading at home and also to gain information about other books that children may have access to at home. We carry out three parent reading workshops a year and a specific phonics workshop for KS1 parents.

Assessment:

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.

Leadership of Reading:

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, work scrutinies and through pupil voice. They evaluate 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).



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Impact:

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;
- know what skills are needed to be able to comprehend.

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.