



*St Andrew's C. E. Primary School*



## *READING INTENT STATEMENT*

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



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

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

Leaders in our academy prioritise the teaching of reading: word reading and reading comprehension. Reading is identified as a key priority on our Academy Improvement Plan and is also a part of staff's Performance Management. Leaders monitor the provision of reading through learning walks in shared and guided reading sessions and in Phonics sessions. The impact of this provision is shown through the analysis of, end of year cohort data (Phonics Screening Check and end of KS1 and 2 Reading) and individual pupil progress throughout the year (on going assessments).

#### 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 'Letters and Sounds' to teach phonics and graphic knowledge (common exception words and tricky words). We supplement this scheme with mnemonic actions.

From the second week of starting school children in EYFS begin letter sound correspondence. Appendix 1 is a breakdown of where we expect children to be in relation to their phonological development through EYFS, year 1 and Year 2.

Reading books in EYFS and KS1 match our phonics programme. Children are taught specific phonemes / graphemes and then have access to the equivalent books that reinforce the phonics that have been explicitly taught. They have access to a specific band of books that they can choose from to take home. These books have been carefully banded to support and reinforce the phonics taught. Children take these reading books home on a daily basis. We have a system in place for changing books. Each child changes their home reading book on a Monday. Parents are encouraged to read this book each night to build up fluency. They are also provided with comprehension questions they can ask about the book. 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. 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.



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- **Make time to teach phonics:**

Children in EYFS and Year 1 have a daily phonics session lasting for 20 minutes. The structure of each session is as follows: Review, teach, practice and apply.

There are phonics sessions daily, taught in classes.

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 daily 1:1 catch up support provided by Learning Support Assistants (LSAs). 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.

- **Build a skilled team who can teach phonics:**

Every member of our staff delivering phonics has accessed recent in house training by our Phonics Lead and external '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.

### Early Reading Impact:

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 newest 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.

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.



## Reading Comprehension (and responding to texts):

### **Reading Teaching Model in EYFS and Y1:**

In Y1 the children receive a 20 minute phonics session which is followed by a 20 minute shared reading session. The children stay in their classes for phonics and reading. All members of staff delivering reading sessions have had external and in house training sessions with the English lead. The children will start off 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. All staff from EYFS also have access training, so they can build this into conversation about books with the children.

### **Reading Teaching Model from Y2:**

- **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 'Talk for Writing' genre being taught at the same time. Genres are mapped out across Key Stage 1 and 2 to ensure progression and breadth of coverage.

Explicit teaching 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 display the following key reading domains:

- 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. Appendix 2 shows how we display these objectives across the school.



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- **Guided Reading:**

In addition to whole class teaching of reading, guided reading takes place twice a week. Children are grouped based on reading ages taken from PIRA tests. 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.

- **Vocabulary:**

Vocabulary is developed by the following strategies:

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. Every classroom have vocabulary displays in which 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. As part of our 'Talk for Writing' sequence all children encounter model texts with a challenging level of vocabulary. New words that the children encounter are explored by using 'Never Heard the Word' grids and displays. Children are also encouraged to share any new vocabulary with peers and other staff members.

- **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.

All programmes are rigorous and systematic with the intention that these children catch up rapidly with their peers.

- **Developing the Love of Reading:**

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

- **Story Time:** Reading aloud takes place every day in every class. We have identified as a staff which stories the children will be highly familiar with by the end of EYFS, Y1 and Y2. Story Time 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. This will include a range of genres.
- **School Library:** The children take home library books once a week to share at home and are encouraged to read widely across both fiction and non-fiction. Our new library has a wide



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selection of literature for the children to enjoy. Every class has a timetabled slot to visit the library and it is also open most lunchtimes. We also have an outdoor library (The Book Barn) that the children can enjoy at break, lunchtimes and after school with parents and carers.

- Each class had a dedicated slot for 'Reading for Pleasure' on their timetable. 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 have a reading corners 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.
- We have children that are librarians. These children have put themselves forward and are trained to help run the library. We also have a 'Book Squad' which are involved in reading to other children and recommending books to others.
- We have half termly Reading Assemblies which promote reading to the school. The Book Squad children help with this, as well as, other staff members.
- 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.

**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
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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



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- Understand nuances in vocabulary choice
- Understand age-appropriate, academic vocabulary