



Little Houghton CEVA Primary School
Curriculum Statement for the Teaching and Learning of Reading

Our Vision for Little Houghton CE Primary School

‘Learning for Life’

Through:

- ❖ **Growth – realising our potential**
- ❖ **Community – sharing and contributing**
- ❖ **Spirituality – reflecting and thinking deeply**
- ❖ **Environment – appreciating local and global environments**

So that each child can flourish – like a flower of the field (Psalm 103:15)

Intent (the What)

The teaching of reading – both word reading and comprehension - is a priority at Little Houghton CE Primary School. Reading is identified as a key priority on our School Improvement Plan.

During their time at Little Houghton, our intention is for children to develop a love of reading and to develop the skills they need both to enjoy reading and to access a wide range of texts across the curriculum. They should see reading both as a pleasurable activity and an essential tool for their ongoing education.



Ofsted November 2018 identified that ***‘the proportion of pupils who meet the expected standard in the Year 1 phonics screening check remains well above national levels. Leaders have introduced a consistent approach to the teaching of phonics, and we observed that teaching is very effective in introducing sounds and then showing pupils how to apply the sounds in their spellings’.***

Implementation (the How): Early Reading

1. A synthetic phonics programme from EYFS to Y2:

We use Little Wandle to teach phonics and graphic knowledge (common exception words and tricky words) because it offers a precise structure and a 'whole class mastery' opportunity.

Using this programme, we are confident that:

- grapheme/phoneme (letter/sound) correspondences are taught in a clearly defined, incremental sequence
- children revisit sounds and words on a regular basis to develop fluency and a comprehensive knowledge of GPCs
- we introduce children very early on to a defined initial group of consonants and vowels, enabling them to read and spell many simple CVC words
- children are taught the highly important skill of blending phonemes in order to read a word
- children are taught the skill of segmenting words into their constituent phonemes in order to spell words
- The children's book reading sessions are directly linked to their phonic knowledge.

The programme is begun almost immediately as children enter EYFS, from the second week of starting school.



In Reception and Year 1 We ensure enough time and priority are given to fully implement our Phonics programme. Children in EYFS and Year 1 have 5x weekly phonics sessions lasting for an average of up to 20 mins. However, the teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout the day. The pace of the programme is maintained.

As soon as they are ready, the children receive 3x group reading sessions with a trained adult in accordance with the Little Wandle programme.

Children are taught in their age groups the majority of the time, unless a learning need requires them to join a different group. Interventions are in

place to support children who require further consolidation of sounds following regular assessments. The structure of each session is as follows:

1. Revision and review of prior knowledge e.g. prior sound
2. Introduction and modelling of new sound through teaching
3. Practise of new sound
4. Application of new sound through reading and/or writing.

Across KS2 there is one day a week for teaching spellings which are phonologically based.



1. Fully decodable books to support early reading:

As part of the Little Wandle programme, children in Reception and Year 1, and Year 2 where needed, participate in three reading sessions per week, focussed on the same book. The sessions help the children to work on decoding, prosody and comprehension.

We aim to ensure that reading books in EYFS and KS1 match the phonics programme and that these are updated and supplemented as needed. Children are assessed on their phonic knowledge each half term, and then during the reading sessions they read books of an appropriate phonetic level according to those assessments.

They also 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 weekly basis, to ensure they have time to consolidate their knowledge of the book and to develop prosody. The system in place for changing books is adult supported with a view to children taking ownership over appropriate book choices in Year 2. We encourage parents to hear their child read at home to develop fluency; whether they read solely the 'group reading' text that goes home weekly, or read further phonetically decodable books.

Reading records are used by parents to show a log of reading and also a way of communicating with staff about reading. Teachers and teaching assistants also record within the reading record to communicate reading within school. The teacher/teaching assistant monitors these reading records in order to ensure children are reading at home and to gain information about other books that children may have access to at home.



2. **Effective provision for all children:**

Grouping is appropriate for our school and effective in ensuring success for all children. TAs are deployed and used to optimum effect. Progress is continually assessed by the class teachers, and formally assessed once per half term (phonics) or termly (reading). Regular progress meetings are held with the head teacher and plans put in place to support any children who are not yet working at the expected level for their age.

3. **High expectations**

Teacher and school expectations are high for all children regardless of background. A 'can-do' ethos permeates all our teaching. There is confidence that teaching the programme will ensure success. Small steps success is built in and celebrated and all children are continually praised and encouraged. We baseline our children in September then set individual targets for improvement so that children reach the expected score of 32/40 on the Phonics Screening Check at the end of Y1. We particularly 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 interventions.

4. **A skilled team**

Our phase 1 and 2 teachers and support staff have accessed in-house training and development led by experienced class teachers. All staff delivering phonics have also accessed Little Wandle training.

5. **A dedicated Phonics Lead**

Our Phonics Lead is a teacher with expertise in and direct experience of teaching phonics. She ensures quality, consistency and continuity of teaching across EYFS and KS1.

6. **Parental Engagement:**

Parents are supported to know how best to support their child in learning sounds by attending information sharing sessions and through being provided with literature and guidance booklets. Through this, parents understand how to work appropriately with decodable books and with shared 'real' books. Reading at home is strongly promoted; children will be encouraged to read 5 times per week at home or school and record in their diaries. Parents will need to sign the diaries to show that they are aware of their child's reading.

An adult from the class will then check this regularly and an age appropriate reward may be given e.g. a sticker, house points, award certificate, displayed book review.



Impact: Early Reading

The expectation is that all children will be fluent readers by the end of key stage one. 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.

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.



Implementation (the How): Across the School

1. The development of vocabulary, comprehension and a love of books:

A wide range of high-quality books are read to, and shared with, children daily accompanied by frequent discussion of books to develop understanding.

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

2. Choice of books

Children have the opportunity to change their reading books regularly and are supported in doing so by an adult where necessary. Children also have the opportunity to select a library book of their choice to further enhance and develop their love for reading

3. Whole Class Reading

We ensure children of all ages learn comprehension strategies and are able to respond to texts.

Children hear, share and discuss a range of high-quality texts through our whole class Literacy teaching, both in terms of fiction and non-fiction. Genres are monitored across Key Stage 1 and 2 to ensure progression and breadth of coverage. Genres are linked to writing intent for the term.

Explicit teaching of reading comprehension takes place as part of the Literacy teaching sequence.

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

- Vocabulary (and grammar – linguistic knowledge)
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising / Sequencing

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

4. Guided Reading Sessions:

- Guided reading sessions – from KS2, children participated in guided reading sessions. The session will have a particular focus, taken from our whole school reading progression map. For example, the focus might be on 'Vocabulary' whereby language within text is addressed, discussed and analysed.
- Where possible, guided reading books in KS2 are linked to our broad connected curriculum, which supports reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring such knowledge to their reading.

5. Reading Interventions:

Where children are working below the expected level, or are not making sufficient progress, targeted reading interventions are put into place. These focus on the individual skills each child needs to work on, for example, word reading for those children struggling to decode; reading comprehension for those who can decode but find it hard to understand what they are reading; or short 1:1 phonics interventions for those children who need to consolidate their phonics.

6. Developing the Love of Reading:

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

- **Story Time:** Story time takes place regularly across the school and books are selected based on topics and interests of the children in the class
- **Reading for pleasure:** the children can choose books from the library or home to enjoy during daily reading sessions
- **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
- **Reading Corners:** sometimes these are within classes and sometimes within break out areas. The children are encouraged to change the theme of books within the book corners and to use these environments throughout the week.
- **Displays** for the children to learn from and enjoy.
- **Reading buddies:** children can read aloud to reading buddies from different classes and share their love of books and reading
- **A whole school reading padlet** which all classes are encouraged to contribute to, with the children's input.

Impact: Across the School

By the end of LKS2 we expect 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 both verbally and in written form.

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
- 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.