

# Seven Aspects of Reading

## HOW DO WE PRIORITISE READING?

- In St Breward Primary School, we understand the strong correlation between children's reading abilities from a young age and their future life chances. We therefore prioritise reading in our curriculum.
- Each year, we run parent induction sessions to share the importance of reading with parents/carers and to share advice and tips so that, from the beginning of the Reception Year, we are all working together to support children to become fluent readers.
- Teachers prioritise reading in their timetables and significant time is dedicated each day to teaching reading skills. In Reception and Year 1, Little Wandle SSP is delivered alongside a minimum of 3 guided group reading sessions every week. In Year 2 children consolidate their phonic knowledge and learn alternative sounds. In addition, they also have a minimum of three guided group reading sessions with verbal and written comprehension. In Key Stage 2, the school's highly successful approach to whole-class reading ensures that all children develop the comprehension skills they need to access the wider curriculum and beyond. Our end of Key Stage 2 results show that this approach is successful for all children, including disadvantaged children who perform exceptionally well.
- The NCLT prioritise reading by funding high-quality reading books, rigorous staff training (Little Wandle and Reading Leader) and products that promote reading for pleasure.

## HOW DO WE PROMOTE A LOVE OF READING?

- All staff are expert readers, modelling reading skills, discussing texts and sharing their own love of reading.
- Teachers read class stories each day to children promoting a love and enjoyment of stories, immersing children in the world of imagination.
- Initiatives such as the NCLT Termly Challenge Top 10, create an enjoyment and love of texts from a young age.
- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy.
- During English lessons, reading opportunities teach comprehension skills so that children can access a wider range of texts and gain further enjoyment from books by benefiting from a more in-depth understanding.
- Through the use of the Big Cat Collins Reading Scheme (and other phonetically decodable books) and quality 'free readers' in a range of genres, teachers encourage children to regularly read at home. Teachers identify reluctant readers and help them to foster a love of reading by recommending quality-texts and engaging them in conversation about books.
- Pupils have access to 'class libraries' which are regularly updated with new and exciting books (termly through our subscription to the Library Service) and are encouraged to regularly change their books.

- We encourage pupils in each class to share their love of reading eg by inviting them to recommend great reads to their peers; attend book swaps and engage in conversations about the books they love.
- Representatives from the School Council, gather the views of pupils of different age and then carefully select the books for the library based on this information.

## HOW DO WE MAKE SURE PUPILS MAKE PROGRESS?

- Phonics is taught everyday following the Little Wandle SSP progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of teach, practise, revise, review and apply. Planning includes assessment for the graphemes taught. Phonics is assessed half-termly to identify gaps in learning and to inform future planning and intervention.
- Pupils in Key Stage 2 who are not yet fluently reading, benefit from 1:1 or small group interventions. This ensures they are reading books matched to their phonic ability.
- Children in Year 2 - Year 6 complete the NFER termly assessments to support teachers to ensure all pupils are progressing in reading. Where teachers have concerns about pupil progress, they provide additional support through interventions.

## HOW DO WE MATCH THE PUPILS' READING BOOKS TO THEIR PHONIC ABILITY?

- Teachers regularly assess the children and use this information to select Big Cat Collins Books, written for The Little Wandle SSP (for school and for home) that are very closely matched to children's phonics ability.
- Once children become 'free readers' they use their own interests and ability to guide their book choices. Adults who know the child will assist them in the choices they make.

## HOW DO WE TEACH PHONICS FROM THE START?

Phonics is taught through Little Wandle SSP Scheme and this begins in the first week of school. We use the **Little Wandle Letters and Sounds Revised** to plan and provide daily engaging phonics lessons. In phonics, we teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing. Our phonics teaching starts in Nursery and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. As a result, all our children are able to tackle any unfamiliar words that they might discover. At St Breward we also model these strategies in shared reading and writing both

inside and outside of the phonics lesson and across the curriculum. We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### **How we teach phonics**

- In the nursery, children follow the Little Wandle Letters and Sounds Revised 'Foundations for Phonics' guidance. The focus is on daily oral blending and language development through high quality stories and rhymes.
- In reception and Y1, children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session on a Friday.
- Phonics starts in reception in week 2 to ensure the children make a strong start.
- By the end of reception, children will have been taught up to the end of phase 4.
- By the end of year 1, children will have been taught up to the end of phase 5.
- Reception lessons start at 10 minutes, with daily additional oral blending – increasing to 30 minutes as soon as possible.
- Y1 lessons are 30 minutes long.
- In Y2-Y3, phonic lessons are taught daily to children where appropriate – following the model of Little Wandle but plugging specific gaps identified through assessment.
- In Y2-Y6, where necessary, there are planned phonic 'catch-up' sessions following a set model to address specific reading/writing gaps. These are short, sharp sessions lasting 10 minutes in length and taking place at least three times a week.

### **Reading practice sessions**

- Children across reception, year 1, year 2 (and beyond if appropriate) apply their phonics knowledge by using a full matched decodable reader in a small group reading practice session.
- These sessions are 15 minutes long and happen three times a week. There are approximately 6 children in a group.
- The sessions follow the model set out in Little Wandle Letters and Sounds Revised.
- The children then take the same book home the following week to ensure success is shared with the family.
- In reception these sessions start during the first half term. Children who are not decoding, do a little blending lesson, following the model set out in Little Wandle Letters and Sound Revised.

### **How do we assess phonic knowledge?**

- In reception and year 1, at the end of each week there is a review session which recaps the learning. There are also whole review weeks (pre-planned and bespoke review

weeks to address gaps identified by the class teacher's ongoing formative assessment).

- Children identified in reception and Y1 as in danger of falling behind are immediately identified and daily 'keep up' sessions are put in place – sessions follow the Little Wandle Letters and Sounds Revised programme.
- In reception and year 1, the children are assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessment tracker.
- The children in Y1 sit the Phonics Screening Check in the summer term.
- Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2.
- Children who are in Y2-Y6 and need 'catch up' sessions are assessed through teacher's ongoing formative assessment as well as half-termly summative assessments.

## **HOW DO WE SUPPORT PUPILS TO CATCH UP?**

- Our aim is for every child to meet their individual potential and, for some, they may need a little extra help to get there.
- Children in Rec and Year 1 will take part in phonic 'catch up' activities during the day if they do not acquire the phonic knowledge they require for blending in the morning sessions.
- Precision Teach strategies are used with older children to further support them in their learning.
- In all year groups, we provide targeted support to the lowest 20% of readers so that all children develop into confident and fluent readers. In almost all cases, the class teacher teaches reading to the lowest 20% of children to ensure they make rapid progress.
- In addition, targeted 1:1 and small group support to enable children to catch up with their peers.

## **HOW DO WE TRAIN STAFF TO BE READING EXPERTS?**

- In the 2022 academic year, we dedicated two INSET days to training all EYFS/KS1 teachers and teaching assistants to deliver Little Wandle SSP.
- The Headteacher, Assistant Head and EYFS/KS1 teacher attended Reading Leader Training on 11/01/21.
- In 2019 all EYFS/KS1 staff also attended reading training delivered by The English Hub.
- KS2 teachers and TAs attended training for Developing Strategies for Reading in 2020.
- Teachers take responsibility on ensuring that their support staff are suitably knowledgeable about the guided reading sessions they deliver and have the appropriate resources/prompts.