



Overview of Reading at Eastbury Farm Primary School



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

Reading Vision:

We believe that reading should be at the heart of our curriculum. We aim for children to leave us having developed a life-long love of reading across a range of genres; encouraging children to read for pleasure whilst developing discrete word-reading and comprehension skills to equip them for their future.

Intent:

Throughout our English curriculum, we plan to inspire children's curiosity and interest to appreciate, explore and understand a range of different genres. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We promote and model oracy to encourage children to become confident in the art of speaking and listening and to be able to use discussion to communicate their understanding and further their learning.

Our children will begin their word-level reading and comprehension development through the teaching of phonics using the Read Write Inc. Programme. Children will be taught a range of phonic sounds and diagraphs in line with the National Curriculum.

We want our children to develop their word-level reading, comprehension and love of reading by reading and exploring the following genres in guided reading and English lessons:

Children will begin exploring a range of texts in Nursery and will continue through EYFS, KS1 and KS2. Texts will be progressive in content, word-level reading, vocabulary, structure. Children's discussions around the text will progress from simple vocabulary understanding and retrieval to making predictions, offering opinions and inferring meaning using evidence from the text. We strive for every pupil to leave us with the necessary skills to access the reading and vocabulary demands of the secondary curriculum and for them to be successful communicators throughout their lives.

Implementation:

What is our teaching approach to delivering Reading?

Throughout their time with us, the children will build upon and develop their reading skills progressively through a variety of different genres and cross curricular contexts. The teaching of phonics and reading is regularly assessed to ensure that children develop strong foundational knowledge and build on this throughout their learning journey. We promote enjoyment through the creative use of high quality texts and a range of engaging activities. At each stage of a child's reading journey, we endeavor to develop children's appreciation and love of literacy. Children have access to a wide range of literature through classroom reading areas, class readers, class texts, guided reading books, phonetically matched books, banded home books and a fantastic and inspiring library offering the children a magical place to 'get lost' in a book. During weekly library time, the children in each class are able to select a book of their choice to take home and read for pleasure or share with an adult. In addition, the children are challenged to share all of our 'Recommended Reads' specifically designed for each year group. Children are read to regularly in class story time, exposing them further to a wide range of genres.

The teaching of reading is delivered in the following ways:

Phonics

- From nursery and in the early stages of reading, children's phonic knowledge is systemically developed in a fun, multi-sensory approach through discrete daily phonics sessions that follow the Read write Inc. Programme, as well as a range of small group and child initiated activities to develop their ear for reading as well as their appreciation of books. Children will begin to learn their Set 1 phonic sounds and orally blend sounds to make words.
- As children move into reception we aim to consolidate their knowledge of Set 1 sounds and introduce Set 2 sounds, using the Read Write Inc. Programme to teach them to independently blend to read a word whilst building an understanding of comprehension alongside this. In addition the children have access to a wide range of reading opportunities through CIL and story time. We aim for children to leave reception reading and understanding short simple sentences.
- In Key stage 1 teachers consolidate children's the phonics taught in reception and move on to teaching children Set 3 sounds and multisyllabic words. Children continue to use the Read Write Inc. Programme to develop their phonic knowledge and fluency through daily phonics lessons. We aim to equip children with the skills to read age appropriate texts fluently and with a clear understanding of what they are reading.
- The Read Write Inc. Programme uses a range of high quality resources closely matched to the National Curriculum and our phonetically matched books to ensure appropriate pitch.
- As children begin KS2 we aim to have completed their formal phonics teaching. Children who have not secured their phonics and fluency at the end of KS1 continue to work through the phonics programme in small, targeted daily groups.
- Children who do not meet the expected fluency standard at the end of Year 4 continue to work on phonics and fluency using the Read Write Inc. Fresh Start Programme in Year 5 and 6.
- All children are assessed half termly and moved on when appropriate.

Guided Reading

Children who have completed the Read Write Inc. Phonics Programme in Year 2 and KS2 have daily guided reading sessions to immerse them to a range of exciting and engaging literature. Guided group sessions support children's reading at word and sentence level as well as teaching them strategies to deduce information, infer meaning and make predictions. Guided reading sessions allow children to access books from a range of genres and cultures, exposing them to a range of new vocabulary and a range of writing styles. Pupils are

Impact:

Children will have developed a life-long love of reading across a range of genres that will equip them for their future.

Children will have achieved both word-reading and sentence level fluency as well as excellent comprehension skills.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent readers throughout their education and lives.

Gaps in knowledge will be addressed to secure foundational knowledge at each stage.

This will be evidenced through continuous monitoring carried out by the Subject Leader through:

- Learning Walks
- Pupil Voice
- Book Scrutiny
- Planning Scrutiny (that is progressive and builds upon children's

taught strategies to independently deduce the meaning of new words they encounter such as through considering context cues and exploring the morphology of words.

English Lessons

From Nursery to Year 6, all children are taught using the HfL Essentials Writing Curriculum. These Units immerse the children in a detailed exploration of a genre and book. As well as reading and being read too, teachers use a range of different strategies to develop vocabulary and comprehension including role-play, debate, freeze framing, hot seating and oral story retelling. This introduction to a class text then feeds into a clear sequence for writing.

Home learning

Children have access to a wide range of phonetically matched books and book banded books as we believe children become excellent, motivated readers through being exposed to a rich range of authors and illustrators. Phonics reading books and book banded books allow the children to choose from an appropriate selection, so they are always matched to a phonetically decodable book at their current level of reading development. Once secure in their fluency, children are encouraged to read a range of rich texts available in classroom libraries and the school library. We work together with our parents to support their child's reading, encouraging all children to read with an adult at least three times a week.

Adaptative Teaching and Interventions

All phonics, guided reading session and English lessons are adapted to meet the needs of the children and their current stage. Children who are not on track are supported both in class and through interventions. Children requiring additional support in phonics are supported through one to one 'tutoring' sessions at their specific challenge point. Children requiring additional support in fluency and comprehension are supported through small group 'Reading Fluency' interventions using the Hertfordshire model.

existing skills and knowledge)

Children are assessed half termly when working on the Read Write Inc. Phonics Programme Children will be formally assessed in phonics through the Year 1 Phonics Screening Check at the end of Year 1. Children will be formally assessed in reading through the National Curriculum Reading and SPaG tests at the end of Key Stage 2. All children in each year group are internally assessed and moderated in reading every term.

Subject Leader Expectations:

- 1 hour of English teaching/learning in KS1 and KS2 per day
- 15-30 minutes phonics teaching 5x per week in Reception and weekly group writing sessions as well as adult directed writing in CIL
- 45 minutes phonics and/or teaching 5x per week in Key Stage 1
- Opportunities for phonics catch up sessions in Year 3 and 4 through daily group phonics sessions
- Opportunities for phonics and fluency catch up sessions in year 5 and 6 through daily group Fresh Start sessions
- 30 minutes daily Guided Reading from Years 2 - 6
- Opportunities for fluency and comprehension catch up sessions in Year 3 – 6 – HfL Reading Fluency
- Reading assessed the end of every term and data recorded and analysed
- Read Write Inc Phonics assessed half termly
- Reading HfL assessment sheets completed for all SEN children and benchmark children as an ongoing process and handed up to the next teacher each July
- Working walls displaying modelled writing, success criteria and vocabulary evident in every classroom
- Adaptations made in all classrooms to meet the needs of all learners
- Feedback is shared with children in line with the school Effective Feedback and Marking Policy
- Parent workshops during the year where appropriate
- Each class across the school to visit the school library once a week
- Phonetically matched books are taken home by children completing the Read Write Inc. Phonics Programme
- Book banded books are taken home when appropriate, moving on to 'free reader' choice when ready
- All year groups to use the school handwriting font in line with the Presentation Policy
- Nursery – Year 6 teach English lessons using the HfL Essentials Writing Curriculum