



## **The Teaching of Reading at Burnham-on-Crouch Primary School**

### **Intent**

At Burnham-on-Crouch Primary School we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully chosen texts that spark imagination, provoke thought, celebrate culture and diversity and are language rich.

Storytelling; exploring poetry, song and rhyme and high quality non-fiction texts are embedded within our curriculum to develop pupils' vocabulary, language comprehension and love of reading.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for future success. We use a balanced mix of approaches to reading so that all pupils are able to succeed, which include: Read Write Inc. phonics, Fresh Start Phonics, Guided Reading, teaching of reading comprehension, reading for pleasure, individual reading and sharing high quality texts within the classroom.

We aim to provide all children with stimulating, appropriate home reading books to share with parents as soon as they enter Reception. These include wordless books within the first week of school and then as sounds are taught through our chosen systematic, synthetic phonics programme: Read Write Inc., decodable books are then carefully matched to each child's phonic knowledge.

As children reach the end of the RWI scheme, they move on to the Oxford Reading Tree Levels, reading books from the purple book band and beyond; this is typically at the end of Year 2.

By the end of Year 4, children are typically ready for the Free Reader stage, where they can select a book from our KS2 library.

### **Implementation**

#### **Oracy Skills**

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

In both formal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning and strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

## **What this looks like at Burnham-on-Crouch Primary School:**

- Questioning and taking risks with language;
- Presenting in-front of an audience;
- Reciting and reading aloud;
- Re-telling, role-play and drama productions ;
- Listening to and participating in stories, poems, rhymes and songs;
- Drama activities to enliven and enrich children’s understanding of character;
- Talking the text – opportunities for children to talk about and discuss their reading and writing;
- Debate;
- Collaborative work and reporting back following group work;
- Presentations.

### **Phonics Programme**

We follow the Read Write Inc. systematic synthetic phonics programme from EYFS until the completion of the programme. Throughout Foundation Stage and Key Stage 1, children are regularly assessed and placed into specifically targeted phonics groups which cater for their stage not age. Staff receive high quality Read Write Inc. CPD to ensure confident delivery of the scheme, from learning sounds to reading fluently.

Phonics groups continue into Year 3 and 4 for children who have not yet completed the programme.

A Fresh Start programme will be provided in Year 5 and 6 for children who still need additional support with their reading.

### **Comprehension and whole class reading**

As well as daily teaching of Read Write Inc., weekly reading comprehension lessons take place using reading objectives which are specific to the child’s year group or stage. They will engage with stimulating texts reading both extracts and full texts across the week/s, reading independently, in Talk Partners and chorally as a table or class. Teachers will plan activities which will develop children’s skills in reading comprehension: unpicking key language, reading ‘around the word’, skimming and scanning, using inference and deduction skills to develop meaning, predicting what may happen and summarising events that occurred. Regular reading opportunities will help children develop fluency and stamina.

### **Individual Reading**

1:1 reading should provide a valuable opportunity to: assess the progression of children’s development and ensuring that the child is reading a book appropriate to their stage, determine the frequency of home reading and to develop comprehension skills. Each child in EYFS through to Year 5 should be heard on a 1:1 basis weekly by an adult in school. Year 6 children are heard 1:1 on a regular basis.

Children that require additional support with reading will be heard a minimum of twice a week. Books will be changed promptly, as appropriate for each child. Within the reading scheme, children will be given opportunities to read fiction and non-fiction texts.

Central to the acknowledgement of individual reading effort is the school ‘Jelly Bean’ competition. This is a weekly challenge where each class earn jelly beans to measure the amount of individual reading, class reading and oracy practice done. Competition results are displayed in school and reported in the weekly, whole school awards assembly.

## Interventions

In Early Years and Key Stage 1, Read Write Inc. Fast Track 1:1 interventions are in place, which includes phoneme recognition, blending and the reading of 'red words'.

Those children in Year 3 and 4 that have not completed the Read Write Inc. scheme will continue with this in small groups.

A Fresh Start programme is provided in Year 5 and 6 for children who still need additional support with their reading.

## Assessment

Staff will assess the children formatively throughout the year through 1:1 reading, whole class/shared reading and Guided Reading sessions. Regular Read Write Inc. assessments in EYFS and Key Stage 1 will take place throughout the year will ensure children are taught in homogenous groups at an appropriate level. Where Key Stage 2 children are receiving phonics support, Read Write Inc. assessments will take place half termly.

In addition, children from year 2 onwards will sit more formal reading comprehension tests half-termly. Both formative and summative testing will be used to determine an accurate picture of a child's attainment.

## Reading Scheme

RWI Phonics Scheme		Oxford Reading Tree Book Bands
Wordless books alongside RWI Sound Blending books.		Lilac
		Pink
Ditty Stage		Red
Green Stage		Yellow
Purple Stage		Blue
Pink Stage		Green
Orange Stage		Orange
Yellow Stage		Turquoise
Blue Stage		Purple
Grey Stage		Gold
<i>*Beyond the RWI Scheme</i>		White
		Lime
		Brown
		Grey
<i>*Free Reader</i>		Dark Blue
		Dark Red

## **Impact**

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is encouraged.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As children in Year 6 transition into Secondary School, we hope that they are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning across all areas of the curriculum.

In addition to this:

### **Parents and the Community:**

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.

### **Attainment:**

- The percentage of pupils working at age related expectations and above age related expectations within each year group will be above National averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

### **The Wider Curriculum:**

- Children will have opportunities to read books that are matched to their reading ability.
- Children will have access to high quality books that they can borrow from the Key Stage 1 and Key Stage 2 libraries.
- Children will hear a range of high quality texts within the classroom, through stories and texts shared at the end of the day; carefully chosen texts to support the curriculum and, texts that explore culture and diversity.