



**Burnham on Crouch
Primary School**

Connected to our world

**Reading Intent and
Implementation Statement**

1. Intent

At Burnham-on-Crouch Primary School, reading and books are the centre of everything we do. Every child deserves the right to become a reader. Here, for many, is the place they learn their reading is valued; and here is where they come into contact with the universe of books and opportunity. Reading opens the door to the world. Reading quality books allows children experiences, ideas, places and times they may not be able to experience in their life outside school.

All available research shows that children who enjoy reading achieve more highly across the curriculum and in later life.

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. These texts not only allow our students to visit and create their own worlds, but to also see themselves and their own lives reflected in text.

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.

One distinctive feature of English teaching is that the modalities of speaking, reading and writing are not only the objects of study but also the means through which the subject is learned. To overcome this challenge, 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, the teaching of reading comprehension, reading for pleasure, individual and group reading and sharing high quality texts within the classroom.

2. Implementation

2.1 Oracy and Prosody 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.

The definitions we use for oracy and prosody are:

Oracy - the ability to express oneself fluently and grammatically in speech.

Prosody - the patterns of stress and intonation in a language.

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.

The National Curriculum refers to pupils reading words comprising the year 1 GPCs, 'accurately and speedily'. This is the definition we use for 'fluency' across the school.

Prosody is considered in some research to also be a strong indicator of fluency. However, the focus will be on developing fluency first. Prosodic reading is not possible until a learner can read aloud at an appropriate pace.

One or more activities that build oracy and prosody should be incorporated into every lesson, and this is accompanied by accurate modelling and error correction by teaching staff.

2.2 Phonics Programme

We follow the Read Write Inc. systematic synthetic phonics programme from EYFS until the completion of the programme. Staff receive high quality Read Write Inc. CPD to ensure confident delivery of the scheme, from learning sounds to reading fluently.

- Throughout the Foundation Stage and Key Stage 1, children are regularly assessed and placed into specifically targeted phonics groups which cater for their stage, not age;
- phonics groups continue into Year 3 and 4 for children who have not yet completed the programme;
- a Fresh Start programme is provided in Year 5 and 6 for children who still need additional support with their reading.

The RWI scheme should be followed in a timely and accurate manner by all teaching staff to ensure consistency and rapid progress.

For full details of how Phonics is delivered, please refer to the Phonics Policy 2023.

2.3 Being a 'Reading School'

Burnham Primary School proudly declares itself to be a 'Reading School'. This means that creating, sharing and extending a love of reading is central to everything we do.

As well as being shown through our academic work, it is also shared in our learning environment:

- door displays sharing well-loved books for each class;
- reading and poetry displays across year groups, which share pupil’s book recommendations and favourite verses;
- reading areas - calm comfortable spaces to enjoy a book and;
- visibly recording school reading challenges, such as the ‘*Jelly Bean Challenge*’.

This ethos is also supported by events across the school:

- assemblies - at least once a week, both key stages have ‘book’ assemblies that include a range of activities such as: group reading; text discussion; prediction and review and children sharing aloud their own writing;
- World Book Day (March) and National Poetry Day (October) – these days are set aside from the usual curriculum and timetable with a focus on reading and performing for pleasure.
- external visitors – with a focus on story-telling and performance, to recreate oral histories, such as the Great Fire of London in Year 2.

2.4 Reading Scheme

The school uses the following reading scheme from the introduction of wordless books in EYFS until children progress into Free Readers and access the wider library.

RWI Phonics Scheme		Oxford Reading Tree Book Bands
Wordless books alongside RWI		Lilac
Sound Blending books.		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

We aim to provide all children with stimulating, appropriate home reading books to share with parents from entering Reception. These include:

- wordless books within the first week of school;
- 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, or before the end of Year 4, children are typically ready for the Free Reader stage, where they can select a book from our KS2 library.

Each child within the school will have access to a relevant book, not only that they can decode and read aloud, but also one that interests and inspires them.

2.5 Reading Rewards

Burnham Primary has a tradition of rewarding effort around reading. While research on the benefit of direct rewards varies, the idea of making reading an important part of celebration has not lost its value to our school.

This is seen by:

- the 'Jelly Bean Challenge', where classes record reading volumes and contributions to book reviews and poetry practice. This is then acknowledged in whole school celebration assemblies once a week. The scheme is immensely popular and easily accessible by all our children and will remain in place;
- celebration and sharing in Key Stage-specific reading assemblies, which occur weekly;
- positive comments in Reading Records; and
- direct praise in reading sessions and lessons.

This does work alongside our communication of the idea that reading is an inherent reward. To children, these are not contradictory. You can both just really love a book and also be recognised for reading.

2.6 Reading for SEND Pupils

Burnham's approach to SEND children reading mixes ambition and access.

The ambition is that all pupils, regardless of additional needs, can leave our school able to read for enjoyment as well as having an understanding of what they are reading so that they can be successful in everyday life.

SEND children receive appropriate additional support, based on need, across the curriculum.

For reading, the aim is to:

- give children books that they can decode and build their confidence;
- expose children to higher level texts through teacher voice to improve their comprehension and vocabulary;
- children have access to interventions and pre and post teaching; and
- a multimedia approach to ensure greater access.

2.7 Reading for EAL Pupils

Schools in the UK have a statutory obligation under the Equality Act (2010) to promote equality of opportunity for pupils whatever their race, religion or belief as well as other protected characteristics.

Due to the demographics of our local area, our number of EAL pupils has been historically and currently low. However we will, where relevant:

- provide instructions and signage in an appropriate language, both in class and around the school;
- use live translation in lessons where possible (such as Google Translate) to ensure EAL pupils are fully included in learning;
- provide specific language-appropriate reading books, that link to cultures and any transition needed to life in the UK;
- directly support parents and carers with appropriate resources for home use.

2.8 Parents, Carers and the Community

Maintaining strong links with our families and community is important. Our parents support the goal of children becoming readers and this is valued. We help support our parents in turn by:

- for parents and carers of early readers, we host at least one round of Phonics meetings a year, introducing parents to the process by which their children learn to read and advising them how best to support at home;
- for parents and carers of readers beyond this point, we provide information in print and online about strategies to support reading at home, including helping reluctant readers. We encourage continued dialogue between parents and staff, both in person and via notes in Reading Records where appropriate;
- parents and carers are also invited to share our reading celebrations, via our posts on our website, class-specific Google Classroom pages and through our Instagram.

We ensure that all parents and carers have the support necessary to help their children read at home, but we are also aware that not all our community have the resources or ability to do this. Children of these parents are a focus, and they receive additional support, such as extra adult reading time and the ability to borrow more books at a time.

We have strong links with our local library and they visit at least twice a year to see all children. Here, they launch reading challenges and detail books and services they offer. The majority of pupils are library members and users and we will promote this service to maintain this.

2.9 Comprehension Teaching

At Burnham, we view comprehension as an outcome, not just a skill to practice.

Early comprehension starts with Read, Write, Inc and focuses on word decoding and early reading. Around this, as part of reading activities in EYFS and Year 1, any early activity where learners find out about objects or processes and try to explain them is a form of comprehension. These skills directly link to later learning.

From Year 2, comprehension starts with formal teaching. We teach algorithmically and pupils extend this heuristically. This means that children learn repeatable processes on how to answer questions (algorithms) and then extend this to finding their own logical shortcuts to answers, based on wider reading and repeated instruction and practice. These sustained, technical processes to answer comprehension questions carry on across the school.

The following types of comprehension activity are used from Year 2 through Year 6:

- stand-alone / technical comprehension – to teach repeatable skills that lead to core skills to take apart and explain texts (including retrieval, inference, deduction and others);

- in-line comprehension – looking at text features and grammar features of quality texts as part of a build towards quality writing in English lessons;
- cross-curricular comprehension – comprehension linked to a specific topic in foundation subjects – may be seen in Topic books; and
- metacognition tasks – specific metacognition development tasks, focusing on these deeper skills.

Within these types of comprehension lesson, there is a focus on repeatable processes that add measurable value to children’s learning. These processes include:

- activating and using background knowledge (*Pupils linking previous learning to the current task.*);
- generating and asking questions (*Pupils asking themselves questions as they read through the text to increase their understanding.*);
- making predictions (*Using the information present to work out what could happen next, and justifying this.*);
- visualising (*Pupils linking their own background knowledge, info from the text and their own creativity to make an image in their head that matches the text they are reading.*);
- monitoring comprehension (*Pupils determining if they understand what they are reading and working out how to resolve this.*);
- summarising (*Picking out the main events from a text.*)

Focused comprehension lessons are taught at least once a week, beginning in Year 2. The school does not use a specific comprehension scheme post-Read Write, Inc. Instead, we allow teaching staff to plan their own work, adapting it to pupil needs, while following the core skills from the English framework.

To assist this, we hold regular (at least termly) developmental meetings and provide high-quality, but adaptable resources such as the Nelson Comprehension books.

The outcomes of comprehension teaching are checked at least termly in the form of pupil voice, book looks, blinks and formal observations.

3 Impact of Reading Actions

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to Reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the RWI programme. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently.

Attainment in Reading is measured using statutory assessments such as the end of EYFS, Key Stage 1 (nationally optional, but completed here) and 2 and following the outcomes in the Year 1 Phonics Screening check. Additionally, we track our internal reading attainment through the use of RWI half termly and screening assessments, termly NFER reading papers and ongoing teacher assessment.

More importantly, we believe that Reading is the key to unlock all learning and so the impact of our approach goes beyond the statutory assessments. We give all the children the opportunity to begin the amazing journeys that a book opens up to them and share and love texts from a range of cultures

or genres to inspire them to discuss and seek out the wide, wonderful world. We want Reading to be the backbone of the body of learning that forms the worldly, confident, happy Burnham pupil. When they leave us, we want our pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.