

- 1.1 Aim:** To improve life chances of children in our school, by ensuring the best possible outcomes in reading through making reading part of the integral fabric of school life.
- 1.2 Our Approach:** We have a well-organised, robust system for teaching reading across our school. Teachers and Teaching Assistants passionately instil a love of literature and reading in children. All staff across school have a shared expectation that all children will develop the foundations to be able to acquire reading skills. This is every adult's prime educational responsibility.
- 1.3 Implementation:** Our reading strategy covers 4 main areas; early speaking and listening skills, early reading and phonics, explicit teaching of reading, promoting a love of reading and additional support for children who are at risk of falling behind.

## **2. Early Speaking and Listening Skills**

- 2.1 In Nursery, we develop a vocabulary rich environment, underpinned by teaching strategies to develop the foundations of the acquisition of language.
- 2.2 Adults develop language with a focus on interactions between children/adults through play based learning. Adults take every opportunity to model Standard English, and introduce and embed new vocabulary.
- 2.3 Our environment is set up with inviting reading areas where children have free access to quality literature appropriate to their age. Story-telling and singing props are also readily available.
- 2.4 Adults read aloud daily to children and model story-telling, expression and role play to children.
- 2.5 Listening and tuning into sounds is taught through play, alongside nursery rhymes, to begin the foundation of distinguishing sounds. Time is dedicated to developing listening skills.
- 2.6 Phase One phonics is taught to the cohort of children due to start school the following September. Phase One paves the way for the systematic teaching of phonic work to begin in Phase 2. Children are taught to listen to sounds, tune in to sounds, talk about sounds, rhyme, orally segment and blend and identify initial sounds through systematic planning that engages the children. This is reinforced in play and adult's interactions.

- 2.7 In Nursery, all children take part in whole class shared reading, where learning stories, poems and nursery rhymes are taught daily. Story books are shared for pleasure. Quality language rich texts are used to link to the children's interests and used as vehicles to drive topic led learning.
- 2.8 Songs and rhymes are taught in a progressive structure to embed sentence structure as well as speaking and listening skills.
- 2.9 Speech and language assessments and interventions are carried out from 3 years old (Wellkomm-A Speech & Language Toolkit for Screening and Intervention in the Early Years) and early intervention is given to children who require additional support.
- 2.10 Parent learning/sharing together times (e.g. Story and rhyme sessions) encourage links with home.

### **3. Early Reading and Phonics - Intent**

- 3.1 At Grange Community Nursery and Primary School, all of our children become fluent, confident and competent readers and writers. To ensure this happens, we teach using the DfE validated programme Ready Steady Phonics. This is a synthetic, systematic phonics programme based upon the Letters and Sounds 2007. We follow the Ready Steady Phonics progression document which systematically develops children's understanding of the phonics code and builds upon previous learning in an incremental manner as they move through school.
- 3.2 The programme develops children's ability to blend and segment, using their current phonics knowledge, allowing early success and increasing their confidence in reading. As a result, our children are able to tackle unfamiliar words using their phonics knowledge.
- 3.3 We also model and apply the skills taught in the discrete phonics session into reading and writing across the curriculum, demonstrating contextual application of the skills taught.
- 3.4 At Grange, our children we also teach our children to read for meaning and pleasure and to be able to view themselves as lifelong readers. The matched decodable readers provided by Ready Steady Phonics support this and provide engaging and meaningful texts for children to decode and to discuss for understanding. Development of comprehension is promoted within the Ready Steady Phonics Guided Reading Sessions and these are built on further as the children move through our school.
- 3.5 Pre-teaching of vocabulary ensures all children, despite ability, can access learning centred around the text. Acquisition of new vocabulary is embedded across all subject areas.

## **4. Early Reading and Phonics – Reception Implementation**

- 4.1 In the first week of Reception, staff focus on teaching children listening skills and being able to tune into sounds. They focus on developing children's skills in orally segmenting and blending through activities in the provision and day to day interactions with children.
- 4.2 In the second week, we start the Ready, Steady Phonics programme.
- 4.3 All children will be present for the revisit/review, teach and practise part of the lesson.
- 4.4 The majority of children, with support, will be able to complete the work booklet. Time is focussed on developing children's decoding in the first instance.
- 4.5 For children who need additional support with either their pencil grip (for writing) or segmenting and blending, they will work in a focus group with tailored activities linked to the learning in the workbook that day. These may include; letter formation in sand/shaving foam etc, reading together as a group and recognising initial and end sounds, word building. At all times the focus will be on developing children's automaticity in their reading skills. This group should be fluid and change according to the children's varying needs.
- 4.6 To enable this to happen, there will be 2 members of staff each day in a Phonics lesson. It is important that the teacher works with both the children completing workbooks and the children do alternative activities.
- 4.7 During each Phonics session, staff use formative assessment to monitor children's progress. This feeds into the Ready, Steady, Go (keep up) sessions that happen at least 3 times a week. The focus of these sessions is decided upon using the needs of the children.
- 4.8 At regular intervals, as outlined in the Phonics progression, children are assessed on what they have retained from the learning in that section of the phonics programme. The results of this feed into interventions and discussions in Pupil Progress Meetings. More information is detailed in section 9 of this document.
- 4.9 Each Friday, children will take part in a shared read of the decodable book linked to that week's learning as documented in the progression document for the programme. This is whole class and focusses on the modelling of decoding, fluency and expression.
- 4.10 Throughout the following week, all children take part in a guided reading session using the same decodable book from the previous Friday's shared read. Children will work in mixed ability groups and chorally read the text. Important reading behaviours such as tracking the text with their finger or orally segmenting and blending will again be explicitly taught at this point.

- 4.11 This same text is also read by each child in an individual read each week. Again the focus in this reading session is developing the children's automaticity in reading.
- 4.12 Once this text has been looked at in a shared read, guided read and individual read, the text is sent home for parents to share at home.
- 4.13 A 'love of reading' book is also sent home each week to support families in promoting reading at home.
- 4.14 During the school day, quality literature is shared with children and explored. Children learn stories and poems by heart and use non-fiction texts to develop their understanding and vocabulary around topics that interest them.

## **5. Early Reading and Phonics – Year 1 Implementation**

- 5.1 Year 1 continue to follow the Ready, Steady Phonics programme.
- 5.2 All children will be present for the revisit/review, teach and practise part of the lesson.
- 5.3 2 members of staff each day are deployed in each classroom for the Phonics and reading lesson.
- 5.4 The majority of children will complete the work booklet as part of the apply section of the lesson. This is guided by an adult and allows time for children to become fluent readers.
- 5.5 Following formative assessment, some children will work in a focus group with the additional adult. These children will also complete the work book with relevant adaptations according to their need if applicable. The adult in this session will continue to guide and model to the children whilst still allowing them time to develop their fluency when reading. This group should be fluid and change according to children's varying needs.
- 5.6 During each Phonics session, staff use formative assessment to monitor children's progress. This feeds into the Ready, Steady, Go (keep up) sessions that happen at least 3 times a week. The focus of these sessions depend upon the needs of the group identified.
- 5.7 At regular intervals, as outlined in the Phonics progression, children are assessed on what they have retained from the learning in that section of the phonics programme. The results of this feed into interventions and discussions in Pupil Progress Meetings. More information is detailed in section 9 of this document.
- 5.8 Each afternoon, children will also take part in a recap of Phase 3 learning to support their fluency and automaticity in reading.

- 5.9 Each Friday, children will take part in a shared read of the decodable book linked to that week’s learning as documented in the progression document for the programme. This is whole class and focusses on the modelling of decoding, fluency and expression.
- 5.10 Throughout the following week, all children take part in a guided reading session using the same decodable book from the previous Friday’s shared read. They will work in mixed ability groups and chorally read the text. Important reading behaviours such as tracking the text with their finger or orally segmenting and blending will again be explicitly taught at this point.
- 5.11 During a guided reading session, the other adult and children will be looking at a text linked to either their topic or from the reading spine. This will be poetry, fiction or non-fiction. This text will be read a number of times through the week to develop children’s ability to perform a poem by heart, learn new vocabulary, join in with repeated refrains as well as other National Curriculum objectives for Reading in Year 1.
- 5.12 The same decodable text for the week is also read by each child in an individual read each week. Again the focus in this reading session is developing the children’s automaticity in reading.
- 5.13 Once this text has been looked at in a shared read, guided read and individual read, the text is sent home for parents to share at home.
- 5.14 A ‘love of reading’ book is also sent home each week to support families in promoting reading at home.
- 5.15 During the school day, quality literature is shared with children and explored. Children learn stories and poems by heart and use non-fiction texts to develop their understanding and vocabulary around topics that interest them.

## **6. Early Reading and Phonics – Year 2 Implementation**

- 6.1 In the first Autumn half term, Year 2 complete the Phase 6 section of the Ready, Steady, Phonics programme including the use of decodable texts are detailed in the Reception and Year 1 sections above.
- 6.2 At the end of this, the children are assessed and any gaps are identified. The cohort then splits into two following this assessment.
- 6.2.1 One group recaps any gaps in learning using the Ready, Steady, Phonics scheme materials. They continue to access a decodable reader relating to the phonics they have been taught the previous week in both shared, individual and guided reading sessions. This is then taken home.

- 6.2.2 The other group uses the same structure and design as a Ready, Steady, Phonics lesson by includes more complex sounds taught at the end of the programme. This supports children in becoming more fluent and automatic readers. Following each session, they take part in a specifically written shared read to apply learning. Guided reading is taught in mixed ability groupings according to need and linked to the shared read from teaching sessions. Individual reading books are carefully chosen to match children’s reading ability.
- 6.3 Also following the above assessment, children with significant gaps are supported additionally through an intervention. This intervention focuses specifically on the gaps identified and follows the familiar pattern of the Ready, Steady Phonics programme. Children use decodable reading books linked to the sounds being covered in the intervention and this is shared with parents at home.
- 6.4 Another assessment is carried out at the end of Autumn 2 and the class groups are updated accordingly. Over time, the Ready, Steady, Phonics programme will move towards further developing children’s automaticity in reading alongside simple comprehension skills.
- 6.5 Alongside the individual reading book sent home according to the child’s decoding level, a ‘love of reading’ book is also sent home each week to support families in promoting reading at home.
- 6.6 During the school day, quality literature is shared with children and explored. Children learn stories and poems by heart and use non-fiction texts to develop their understanding and vocabulary around topics that interest them.

## **7. Teaching of Reading in KS1 and KS2**

- 7.1 By the end of KS2, we believe that all children should be able to read and enjoy age appropriate books, with fluency, confidence and a concrete understanding of comprehension skills.
- 7.2 Our curriculum is built around quality texts to immerse children in a language rich culture.
- 7.3 Pre-teaching of vocabulary ensures all children, despite ability, can access learning centred around the text. Acquisition of new vocabulary is embedded across all subject areas.
- 7.4 Shared reading sessions are pitched above the reading level of the ‘top ability’ child – using scaffolding, pre-teaching and ‘keep up/catch up’ strategies to ensure all children can access.
- 7.5 Reading comprehension strategies are explicitly taught in a progressive manner. Children are taught to question and unpick the text leading to them having a solid understanding of what they have read.

- 7.6 Children are given time to verbally comprehend the text before moving on to ways of responding to the text in a written form.
- 7.7 In KS2, shared reading, guided reading and reciprocal reading sessions are pivotal in developing children's independence in comprehending the text using different strands of comprehension.
- 7.8 In KS2, guided reading intervention sessions give small group teaching time to focus upon the different strands of comprehension meaning teaching can be targeted and succinct. The use of mixed ability groups ensures children are consistently raising their standards and being exposed to learning at a high level.
- 7.9 Dedicated time is given to individual reading each week, depending on need of child, to apply strategies and skills required to become fluent readers.
- 7.10 Once children can decode well and have mastered the phonetic code, they move on to other texts. Their fluency and expression is regularly assessed and books sent home daily which match this. It is an expectation that all children read at home 4 times per week. Staff monitor this and support children in other ways if this isn't happening, as well as supporting families to do this.

## **8. Promoting a Love of Reading**

- 8.1 Love of reading is promoted throughout the school day, with time given for children to enjoy reading independently
- 8.2 Quality literature is read aloud daily by the teacher. This includes a variety of genres, such as poetry, fiction and non-fiction, authors and topics to expose children to wide breadth of experiences.
- 8.3 Every classroom has a reading area that is inviting and cosy for the children. Books are displayed forward facing and are regularly changed.
- 8.4 A variety of genres are offered and children are encouraged to develop their own reading identity.
- 8.5 Staff make use of the local Education Library Service to offer further additions to the reading provision in their classroom. They use both their children's interests and the coming half terms learning to order additional reading materials.
- 8.6 Through the school year, we hold regular events to celebrate reading and support parents at home. Some events have included a reading tent in the hall, an evening where children come in their pyjamas for a bedtime story, book sale and learning together sessions. Family Assemblies are used to share stories with children and families.

Notes: Regular assessments (summative and formative), Pupil Progress Meetings, Keep Up/ Pre teach, targeting interventions, Ready Steady Go sessions.

## **9. Support for Children at Risk of Falling Behind**

- 9.1 We know that swift intervention is vital in ensuring that children are able to make progress and 'keep up' with their peers.
- 9.2 Staff make use of formative assessment to inform future planning and support for children.
- 9.3 Our aim is that all children keep up with Ready, Steady, Phonics. Assessment quickly identifies those children who begin to fall behind.
- 9.4 In Phonics, staff should use formative assessment daily to feed into the Ready, Steady, Go (Keep Up) sessions for their children. This gives children the opportunity for extra practice and to be able to over learn the knowledge taught. The focus in these sessions should be on consolidating learning, revising GPCs, practising oral blending of spoken sounds and reading words by saying the sounds and blending them.
- 9.5 Each half term, staff assess if children have retained their new learning in Phonics. Children that have gaps should be discussed in Pupil Progress meetings and interventions should be put into place to stop them from falling behind their peers. Thought should be given to the barriers to learning such as hearing or visual impairment and a speech, language or communication need.
- 9.6 Pupil progress meetings should inform interventions needed in other areas. Staff should utilise school expertise in interventions such as Better Reading Partners. Where other needs are identified, leaders take swift access to ensure the best targeted intervention is in place for the children.
- 9.7 Children who are at risk of falling behind, will have additional individual reading sessions each week. In Reception and KS1, these children should read a decodable text matched to their level – not necessarily the sounds that have just been taught but a previous text they can build fluency when reading. In KS2, the text should again be matched to children's ability and focus should be given on developing automaticity in reading.
- 9.8 In all of these cases, it is important that barriers to reading are thought about for each individual child. We determine whether children have difficulty with word reading (decoding), language comprehension, or both of these. The Simple View of Reading model is used to think about children's reading difficulties.



9.9 Pupils don't usually need something different from others who are learning to read: the same alphabetic code knowledge and phonics skills underpin all reading.

9.10 Our SEN team work closely with class teachers. If any additional needs are identified, the SEN team, alongside the class teacher, implement the graduated approach to put in place appropriate support for the child.

## **10. Appendix 1 – Implementation of Ready Steady Phonics**

### **Reception and Year 1**

#### **Daily Lessons**

Phonics is taught daily for between 30 and 40 minutes. At the beginning of Reception, the programme starts in Week 2 with shorter, engaging, age appropriate, 10 minute sessions, but quickly develops into the full-length sessions. Built into the programme is a review session every Friday, alongside regular review and assessment weeks, so that we have a clear understanding of where our children are at and what further teaching they may need to allow them early success. Year 2 consolidate learning from the end of the programme in Autumn 1, before moving on to developing comprehension skills after this.

The daily sessions include a clear 4-part lesson; Revisit/Revise, Teach, Practice and Apply. Lessons include letter formation, segmenting and blending, real and pseudo words and application into reading and writing.

We follow the Ready Steady Phonics progression document through Reception and Year 1 which gives clear, high expectations about what is to be taught and when.

#### **Ready Steady Go: Keeping All Children On Track**

Any child who is identified as requiring additional support will receive immediate intervention through the Ready Steady Go sessions. These are in addition to their daily Ready Steady Phonics lesson.

The sessions are 15-20 minutes long and are between 3 and 5 times per week in frequency, depending on the area of difficulty identified.

The sessions use the same procedures, resources and materials as Ready Steady Phonics but with more repetition and scaffolding. They take place with a fully trained adult.

Regular phonics lessons using the Ready Steady Phonics materials are also timetabled for any children in Y2- 6 for children who are not fluent in decoding or who have not passed the phonics Screening Check in Y2. The Ready Steady Assessments are used to clearly identify the gaps in knowledge for those children so that the appropriate teaching can be put in place by a trained adult.

Children with common and specific difficulties are taught in small groups/1:1 using the Ready Steady Phonics materials.

### **Teaching Reading**

Ready Steady Phonics provides matched reading books which align directly to the Ready Steady Phonics progression document. These are available on-line and/or hard copies

The teaching of reading takes place through:

- A Shared Read of the decodable text, led by a trained adult at some point following the Friday session
- A Guided Read of the decodable text will take place with a trained adult
- This book will also be used for 1:1/independent reading for consolidation and to develop confidence.

The books cover fiction, non-fiction and rhyme

### **Home Reading**

The decodable reading book is taken home/access to the online reading book given following three encounters with the text, in school, as detailed above.

The children are expected to read this to an adult, practising and consolidating their skills in phonics

This is monitored by the class teacher and the Early Reading and Phonics Lead

Support for parents in how to listen and support their child in reading a phonically decodable book is given on the Ready Steady Phonics Website: Parent/Carers section. Alongside this, Phonics and reading workshops are held for parents in school.

### **Assessment**

**Formative:** Daily formative assessment is built into the Ready Steady Phonics teaching sequence and the workbooks have a dedicated, daily opportunity to record formative assessment to be reinforced in the daily Ready Steady Go sessions

The weekly Friday session allows opportunities to review and identify gaps in learning that will then be addressed in the additional Ready Steady Go sessions

Ongoing observations of children during the phonics lesson inform gaps in learning and broader application of phonics skills and knowledge across the curriculum.

**Summative:** Regular five or six weekly assessments take place as identified in the Ready Steady Phonics progression document. These weeks will be used to assess progress and identify children who need further group/individual support.

The assessments will be shared with the Early Reading and Phonics Lead/SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20%

**Statutory Assessment:** All children in Year 1 will sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Year 2 children will sit the Statutory Assessment Tests in Reading towards the end the Year which will inform gaps in learning.

**Ongoing assessment for Ready Steady Go: Keeping All Children On Track:** Children in Years 2-6 will be assessed through on-going formative assessment as well as through the regular Ready Steady Phonics summative assessments.