**Reading Intent, Implementation and Impact **

**Reading Intent (the What) and Implementation (the How):**

Reading is identified as a key priority on our School Improvement Plan. Leaders monitor the provision of reading through learning walks in Literacy and Phonics sessions, monitoring of planning and the impact of this provision through the analysis of (i) end of year cohort data (Phonics Screening Check and end of KS1and 2 Reading) and (ii) individual pupil progress throughout the year (on going assessments).

**Early Reading (Word reading):**

To ensure that every child in our school will learn to read we ensure we: ∙

**Use one synthetic phonics programme from EYFS to Y2**:

We use Floppy Phonics to teach phonics and graphic knowledge (common exception words and helpful words). From the second week of starting school children in EYFS begin letter sound correspondence.

The following is a breakdown of where we expect children to be in relation to their phonological development through EYFS and Year 1:

 EYFS:

* End of Autumn Term: Know Level 1+ sounds and read words by blending – Children can start reading Floppy’s Phonics decodable readers Oxford Level 1+ (pink books)
* End of Spring Term: Know Level 2 sounds and read Oxford Level 2 (red books)
* End of Summer Term: Know Level 3 sounds and read Oxford Level 3 (yellow books)

Year 1:

* End of Autumn Term: Know Level 4 sounds (blue books)
* November: Expected Score on Phonics Screening Check of 19/40 –
* February: Expected Score on Phonics Screening Check of 25/40 –
* End of Spring Term: Know Level 5 sounds (green books)
* April: Expected Score on Phonics Screening Check of 35/40 –
* End of Summer Term: To know all level 5 sounds and read Oxford Level 5 independently. (orange/turquoise books)

Year 2:

* Consolidate Level 5 (Autumn term 1) Read Write Spell – (Autumn term 2)

Reading books in EYFS and Year 1 match our Floppy Phonics programme. Children are taught specific phonemes / graphemes and then have access to the equivalent books that reinforce the phonics that have been explicitly taught. They also have a reading for pleasure book which is chosen from the EYFS/KS1 library and this book is to be shared at home with an adult. The system in place for changing books is each child will change their home reading Floppy Phonic book twice a week and will also take home a reading for pleasure book once a week. We encourage parents to hear their child read at home to develop fluency. Our expectation is that children read at home 5x per week. Each child is given a Reading Diary for the parents to use to make comments about their child’s reading. The teacher monitors these in order to ensure children are reading at home and also to gain information about other books that children may have access to at home.

Children also have access to online learning through Bug Club. Children are set books related to their phonics phase. Teachers closely monitor children accessing this provision.

**We make time to teach phonics:**

Children in EYFS, Year 1 and Year 2 have a daily phonics session lasting for 20 mins (session 1). The structure of the teacher led session is as follows: revision of past letter/s-sound correspondences and the introduction of sounds and graphemes, as well as modelling and practising the skills of blending, segmenting and handwriting, using the flashcards, frieze and interactive lessons on Floppy’s Phonics Online.

Children in EYFS, Year 1 and Year 2 also have an additional phonics/reading session lasting for 25 mins (session 2). The session provides a revise and apply routine in which children focus on their own learning at their own level, using the Say the Sound Posters, Sound Books, Activity Sheet and Cumulative Texts, with the teacher drawing the attention of the whole class together as needed

There are 4 Phonics groups daily in EYFS, Year 1 and Year 2 and a 1:1 phonic group in Y4.

If children are not reaching these expectations and keeping up with the pace of our phonics programme, we intervene quickly by giving extra support. We give daily 1:1 catch up support provided by Teaching Assistants or Class Teachers. The content of these sessions is determined by on-going gap analyses and our in-depth knowledge of each child. These sessions are additional to our daily phonics sessions.

**We build a skilled team who can teach phonics:**

Every member of our staff delivering phonics has accessed Floppy Phonic training and recent in-house refresher training by our Phonics Lead. Our Phonics teachers have the opportunity to watch model lessons and to practise their skills.

**Early Reading Impact:**

 By the end of Year 2 we expect our children to be skilled at word reading to ensure:

* + the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word’s pronunciation;
	+ the speedy recognition of familiar printed words; read books at an age appropriate interest level, accurately and at a reasonable speaking pace;
	+ books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words;
	+ most words are read effortlessly, and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

Decoding fluently and accurately by the end of Year 2 means that no further direct teaching of word reading skills (with the exception of vocabulary development) should be needed for the majority of children at our school.

**Reading Comprehension (and Responding to Texts):**

 **Reading Teaching Sequence / Model:**

**Whole Class Reading**

Children hear, share and discuss a range of high-quality texts through our whole class Literacy teaching, both in terms of fiction and non-fiction. It is the expectation that all genres are covered (fiction/non-fiction/poetry) across a term in each year group to ensure progression and breadth of coverage.

Explicit teaching of reading comprehension takes place once a week as a whole class, during these sessions’ teachers model how to answer comprehension questions

We ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

● Vocabulary (and grammar – linguistic knowledge)

● Inference

● Prediction

● Explanation

● Retrieval

● Summarising (KS1) / Sequencing (KS2)

The level of challenge increases throughout the year groups through the complexity of texts being read.

It is recognised that reading comprehension relies heavily on knowledge. Our broad curriculum aides reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring such knowledge to their reading.

**Guided Reading:**

In addition to whole class teaching of reading, guided reading takes place 30 mins per week. Children read with an adult at least once a week. Children are grouped based on needs and texts are selected carefully to ensure match of challenge to need. Domains taught in the whole class sessions are reinforced in the guided group sessions.

**Reading Interventions:**

Reading interventions focus on:

- Word reading for children who are struggling to decode;

And / or

- Reading comprehension for those children who can decode fluently but do not understand what they are reading.

All programmes are rigorous and systematic with the intention that these children catch up rapidly with their peers.

**Developing the Love of Reading**

The following strategies are used to encourage reading and to develop the love of reading in our school:

* Story Time: Story time takes place every day in all classes from EYFS-Y6. Teachers read a text from the carefully chosen reading spine for each year group
* Class Reading Areas. Throughout each class we have developed reading areas to foster the love of reading. Each class has their own inviting reading area full of a range of books for children to read.
* School Reading Areas. KS2 have a lovely reading area where they can share a variety of books. KS1 also have an inviting library area to read different books
* In KS1 and LKS2 children’s reading books match their reading level and are changed every week.
* In KS2, the expectation is that children take a reading book home every night to either share or read independently. These are changed as required. All children are encouraged to read widely across both fiction and non-fiction.
* Share a story sessions – parents/grandparents are invited into school to share a story with their child
* Eccleston Library – each class walks to the local library every term to take part in a ‘focused class visit’
* Poets and Authors visit school to deliver workshops and assemblies to share their love of reading.
* Reading Monitors: Year 2-6 have reading monitors who are responsible for their phases reading area. Their responsibilities include:
	+ - helping in the library at set times
		- helping with library displays
		- suggesting new texts for the library area
		- helping other students find what they are looking for
* Parent Reading Meetings – each year group holds a reading meeting explaining to parents/ carers expectations of reading in school and how to support at home

**Impact**

By the end of LKS2 we expect our children to:

* + - Have decoding skills that are secure and hence vocabulary is developing;
		- Be independent, fluent and enthusiastic readers who read widely and frequently;
		- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently;
		- Be developing their knowledge and skills in reading non-fiction about a wide range of subjects;
		- Be able to justify their views independently about what they have read.

**By the end of Year 6 we expect our children to:**

* + - Read sufficiently fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school;

In addition, we expect our children to:

* + - Have a love of reading that feeds the imagination;
		- Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live;
		- Have a developed vocabulary beyond that used in everyday speech;
		- Understand age-appropriate, academic vocabulary.