Malvern Parish CE Primary School

'Learning Together for an Exciting Future'

Approach to Early Reading and Reading

At Malvern Parish C of E Primary School, we believe that reading is central to a child's understanding of the school curriculum and is a vital life skill. We believe this to be true, whatever their starting point. At Malvern Parish, our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future. We believe that being able to read confidently and fluently is key to this. Reading helps us to connect with authors and characters within books – we build empathy and gain an understanding of other people's lives; reading enables us to connect with other cities and countries from the comfort of our own home and it enables us to connect with words as we see beauty in the way in which language has been used to ignite our imagination or emotions. We have a wonderful literary heritage to draw upon from our own country but we also love to share books from around the world.

This vision is deeply rooted in strong Christian tradition and based upon:

"I come that they may have life and have it to the full". *John 10.10*

"For I know the plans I have for you," declares the LORD**, *"plans to prosper you and not to harm you, plans to give you hope and a future."*** Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship, Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.



Our intent is to develop a love and appreciation of reading in all children which will stay with them for life. The impact of this will be that we develop fluent readers who can access a full range of life experiences and can enjoy an amazing breadth of genres and writers.

We hope to implement this through careful planning and teaching using up-to-date strategies. We aim to use quality reading materials and resources within English lessons and reading sessions (whole class, guided and independent sessions) and we aim to provide a breadth and range of reading material in school.

Aims

Our aims are to provide children with the opportunity:

- To nurture a love of reading.
- To read regularly and to develop a respect for books.
- To read to themselves or to others (peers and adults).
- To read to a variety of audiences and to hear adults and children read to them.
- To experience reading in a variety of situations so that it becomes a pleasurable and productive experience (e.g. not just in English lessons or reading sessions).
- To learn to read through a variety of methods.
- To receive reading provision and support appropriate to individual ability.
- To be knowledgeable about the purpose and organisation of books.
- To progress to becoming selective in their choice of reading materials.
- To become aware of the link between reading and writing.
- To access a wide range of print materials, including all genres of fiction, non-fiction, poetry, journalistic writing, plays and pupils' own writing. Pupils are also given the opportunity to 'read' using film clips.
- To use ICT to further the development and love of reading.

The classroom environment

Classrooms are language-rich environments and each has a dedicated reading area which includes a variety of class books (poetry, fiction and non-fiction) which the children can choose and read for pleasure. These appeal to a range of children including reluctant readers – we hope to provide a range of books in which the children can see themselves represented (whether that be gender, ethnicity or other characteristic of either a character in the book or the author or illustrator). A selection of banded books is available for each class to use during independent reading practice (these are either in the hall or in classrooms). Many classes also have a changing range of books associated with their foundation subject studies that are available in their classrooms which children can also choose to read. A reflection area within the classroom gives children 'space' to read prayers or religious texts such as the Bible.

The teaching of reading

Early reading

There are two distinct but related processes involved in teaching children to read: learning to read words and developing language comprehension. Both are essential for learning to read. We teach daily discrete phonics sessions and regular reading practice sessions.

- **Phonics – word reading**

Progression in phonics skills and knowledge in Reception class (EYFS) and Year 1 is taught following a systematic synthetic phonics approach called 'Little Wandle – *Letters and Sounds Revised*'. Each class

receives a 10 to 30-minute discrete phonics session every day. The children in Reception practise listening skills and orally blend and segment words. They also learn about grapheme-phoneme correspondence and use this to enable them to read and write words. It is also expected that children will be able to recognise and read a variety of common "tricky" words (that are non-decodable). As the children move into Year 2, they learn about different spelling patterns to support their reading skills further.

- **Phonics - developing word recognition and language comprehension skills**

In the Early Years Foundation Stage (EYFS) and KS1, the priority is given to securing the development of word recognition skills:

  - grapheme-phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence.
  - to apply the highly-important skill of blending (synthesising) phonemes in order, all through a word, to read it.
  - to apply the skills of segmenting words into their constituent phonemes to spell them.
  - that blending and segmenting are reversible processes.

Children complete reading activities in the EYFS as part of their 'Busy Bee' challenges during the week. These are the green challenges and start with tasks such as joining in with phonics sessions, changing their home reading books and build up to more challenging tasks.

- **Reading practice sessions**

In the Early Years Foundation Stage (EYFS) and KS1, reading practice sessions form an integral part of our approach to reading. Children have regular opportunities to apply the phonics they have learned by reading fully decodable books. Following phonics assessments, the Little Wandle matching grid is used to determine which books the children read and which groups children are placed into. We have several 'reading squads' with trained groups of teachers and TAs, who lead small reading practice session groups. Ideally, there are three reading sessions per week:

  - Decoding – using phonics skills to decode words and read them
  - Prosody – reading with meaning, stress and intonation
  - Comprehension – understanding the text

Phonic decoding skills need to be taught, and practised, until children have adequate accuracy and automaticity to become fluent readers. Fluent decoding is only one component of reading: children need to be guided to understand what they are reading – through discussion and by linking what they read to their experiences. This will enable the children to grow their language through reading. We know that children who read widely and frequently also benefit from knowing more about the world.

<u>Little Wandle Keep-Up and Rapid Catch-Up</u>

We are keen for children not to fall behind but we know that children learn differently and have different experiences. Therefore, in KS1, following regular Little Wandle assessments, any child who needs additional practice has regular Little Wandle Keep-Up intervention, taught by a fully-trained adult. Keep-Up sessions match the structure of the class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

In Year 2 and above, children who remain as 'early readers' (the children who need more support with mastering the phonic code and becoming fluent readers) will access the Little Wandle Rapid Catch-up programme. These children will have access to the same home reading resources until they progress from being early readers.

For some children, with dyslexic tendencies or a diagnosis of dyslexia, the Toe-by-Toe programme is used.

Home reading practice and reading for pleasure

Early readers

There are three types of reading book that the children take home:

- Phonics banded reading practice books – these books are closely matched to the children's phonic knowledge across Reception and KS1 and should be able to be read fluently and independently.
- Little Wandle home practice book – the children will read this book three times at school and then have the opportunity to read it confidently at home – the expectation is to be able to read this 95% fluently, developing secure decoding, prosody and comprehension skills (with their parent/carer at home).
- A reading for pleasure book – the children may not be able to read this on their own. This book is for children and parents/carers to enjoy sharing together. The children in Reception call this their 'bedtime story'.

Parents and carers at home are encouraged to listen to their children read each phonics practice book three times, following the Little Wandle approach. During their first read at home, children should be sounding out the words (decoding) or reading words fluently to read through the book; during the second read, children are expected to read with increasing fluency and prosody and during the final read through, the children develop their comprehension skills by answering questions and talking through answers with their parent/carer. If the children cannot read a word, adults are asked to read it to them.

In addition, the reading for pleasure (sharing) book is one that should be enjoyable – we want children to flourish and to become lifelong readers so it is important that they learn to read for pleasure. This sharing book is a book they have chosen from their class library to be enjoyed together at home. Adults are encouraged to discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters and explore feelings or humour in a poetry book or the facts in a non-fiction book.

Teachers carry out regular Little Wandle phonics assessments to ensure that children are reading books closely matched to their phonic knowledge. When the children have confidently completed the phonics programme, they no longer need to take a phonics-banded book home. This usually means that the children can choose a book to read from a designated colour-banded book – orange and beyond from our school system. They will take home a free-choice banded book as well as a sharing book from the class library.

Reading progression

We timetable regular phonics lessons for any child in Year 2 and Year 3 who is not fully fluent at reading or has not passed the phonics screening check. These children, and other children in KS2 who have poor phonic knowledge, urgently need to catch up, so the gap between themselves and their peers does not widen. We use assessment to identify the gaps in their phonic knowledge and teach to these - at pace where possible. From Y4 upwards, we use 'Toe-by-Toe' in a one-to-one situation for some children with dyslexic tendencies. This is a highly-structured, phonics-based reading approach to help anyone who finds reading difficult.

These keep-up sessions last between 15-20 minutes and are designed to ensure children quickly catch up to age-related expectations in reading. We aim for all children to be working towards age-related expectations whatever their starting point.

Reading routines in EYFS, KS1 and KS2

Over the year, teachers will plan for children to read a variety of poetry, fiction and non-fiction texts in class, all aimed at developing and challenging a child's reading ability. Note that reading ability is not just related to decoding so some texts that we use have few words, no words or may be film-based. Children in KS1 and KS are provided with regular opportunities to read independently throughout the week: they will read to themselves frequently and they may read one-to-one with an adult or they may be part of shared reading in class. However, they are taught reading in several ways at Malvern Parish during reading sessions including Whole Class Reading and shared reading sessions as well as reading independently. For those who require support or are still 'early readers', they will be supported with extra sessions to develop their phonics skills or their reading fluency and comprehension skills (both through Little Wandle).

EYFS and KS1

We teach children to read through reading practice sessions two or three times a week.

These sessions:

- are taught by a fully-trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In the EYFS, these sessions start in Autumn 1. Children who are not yet blending words to read them have regular additional blending practice so that they quickly learn to blend and can begin to read books (which are closely matched to their phonic knowledge). Children who are identified as falling behind from the phonics assessment will then access a Little Wandle Keep Up session with a trained adult. As the children progress to Year 1, phonics assessment data is shared from the EYFS and, along with on-going Little Wandle assessment, children are quickly identified if they are falling behind and continue to require additional keep up phonics sessions.

In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books. In addition, any children from Year 3 on

Whole Class Reading

Whole Class Reading is one of the main ways of teaching reading in the later stages of Year 2 and KS2. Children usually read the same text at the same time. We believe that this gives the children of all attainment levels the opportunity to be immersed in the same high-quality literature and the discussions that these texts promote. During Whole Class Reading sessions, the following is typical:

- A variety of texts will be chosen. There will be books or text extracts that are challenging to read, books with now words or few words and video extracts.
- Vocabulary sessions will usually be completed before other reading sessions. We hope that by choosing focus words carefully, we can increase children's vocabulary and their comprehension.
- Other sessions will focus on developing and practising skills that are key to understanding and discussing a text: retrieval, inference, prediction, explanation, sequencing and summarising.
- During actual reading sessions, the teacher, other adults in the room and/or children who are confident readers will read some of a shared text aloud, modelling speed, prosody (phrasing, intonation, expression) and volume. The aim is that children will emulate this and become more fluent in how they read themselves.
- Children are expected to follow along either on their own copies of the text or on an enlarged version such as Big Books, ICT texts or texts displayed on interactive white boards (IWBs).
- At any point, a child may be asked to take over the reading. As this expectation is set, children have little opportunity to disengage from the text and behaviour for learning is good. Adults use their professional judgement to select readers for each text extract (this ensures that children are challenged or supported as appropriate).
- Children may be asked to read to a partner or to share reading with a partner.
- Children may be asked to take part in choral reading (when the teacher and class read together) or echo reading (when the teacher models how to read a passage with the correct pronunciation of words, intonation and expression and then the children repeat it back). These strategies are known to be helpful in aiding less confident readers – the scaffolding of the rest of the class or the initial teacher-modelling takes the pressure off less confident or struggling readers, while still engaging them with the text.
- Children may listen to audio books.
- Children are generally sat in mixed-attainment pairs (as appropriate) so as to allow for frequent, paired discussion. It is essential that less confident readers are exposed to challenging texts and they have the opportunity to be part of class discussions as appropriate.
- Teachers may interject with questioning or comments between children reading or they may wait until the whole passage has been completed.

Individual reading

Children engage in independent, sustained reading regularly. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. In EYFS and KS1, teachers and parents/carers keep a record of what the children are reading in children's Reading Record books. In KS2, children are encouraged to keep their own record of the books they read in their Reading Record books. Teachers check these regularly. Each class has a collection of materials for the teaching of reading. In EYFS, KS1 and KS2, the collection is levelled and is shelved by colour band. Basic categories of book organisation support the children in making their individual choices.

Across the school, there are a variety of books:

- phonics books banded into phonic knowledge (predominantly for KS1)
- books grouped by colour bands (for reading comprehension and increasingly challenging vocabulary)
- books reflecting current themes in foundation subjects
- fiction and non-fiction books from which children can select books to read for pleasure (from the school library or from classrooms).

- Every class has also a set of age-appropriate books as recommended by Pie Corbett as part of his 'Reading Spine'. These are updated as appropriate.

In KS1 and KS2, children understand their classroom's classification system and classroom helpers are appointed to ensure the reading areas stay tidy. Teachers and teaching assistants monitor reading choices when children choose a book to read for pleasure, check that books are returned to school from home regularly and help to follow up any library books that are missing.

Reading at home

In the EYFS, parents are invited to attend a Little Wandle phonics workshop in the Autumn Term to equip them with the skills and knowledge they need to support their child whilst practising their reading at home. They learn about a typical phonics session and the resources and skills that we consistently use throughout KS1 to support early reading at school which they then can use to support their child in reading at home. Parents of children in the EYFS and KS1 are encouraged to listen to their children read each phonics practice book three times to practise the skills taught at school: decoding, prosody and comprehension. They are asked to make a comment in the child's reading record book. When the book has been read three times, children are able to change this for a new phonics practice book (sometimes with adult support).

In Year 2 and KS2, most children take home books from their class libraries that are colour-banded. A few children are still 'early readers' and therefore their colour-banded books are matched to their phonic understanding, as in EYFS and KS1. Conversely, children who are very fluent and show good comprehension skills in KS1 may move beyond being an 'early reader'. All children are asked to read both independently and to family members and are encouraged to record all reading in their Reading Record books. Children may also choose to take other books home – this encourages reading for pleasure.

School library

Children and adults can select books from our school library - this is well-stocked with a range of popular classic and modern fiction, non-fiction and poetry books as well as a variety of reference books. Children use the electronic issuing system themselves and have the opportunity to write reviews for books that they have read. Children may borrow two books from the school library at a time – they are encouraged to choose different types (poetry, fiction or non-fiction).

Fiction books are colour-coded by reading level. Children are able to choose library books which broadly correspond to the colour band of books from their classroom bookshelves. This helps to ensure that children are reading books that are suitable for them in terms of difficulty and content. Some books are reserved for Year 6 only due to subject matter.

Reading for pleasure

Since developing children's love of reading is really important at our school, we aim to promote reading for pleasure as soon as children join us in the EYFS. Children enjoy being read to regularly and during the day, in our EYFS class, the children vote for which story they would like at the end of the day. In other classes, teachers aim to read their classic story book daily; this book may have been chosen by the teacher, chosen by the children or form part of our 'Reading Spine'.

- Reading Spine

The Reading Spine is a set of books which has been recommended by Pie Corbett for each year group. At school, we have invested in each of these books for each year group. Children are encouraged to read them and recommend them to their friends. Classroom displays remind the children which books form part of this collection. Many children have gone on to purchase their own copies of these books and sometimes have gone on to find other titles by the same author. We will review the selection of books and add to or alter the books in our collection.

- Books to support curriculum learning

In classrooms, teachers display and use various books – these are collections of fiction and non-fiction books which relate in some way to the current learning. These may be on a science theme or geography or art or any other core or foundation subject. As well as being available during these lessons, children are encouraged to read these books for pleasure.

- Book fair

We invite the Manzoor Book Fair into school. The children listen to a story being told and take part in follow up activities – perhaps a dance, a song, dressing up or a craft. Each year, the story comes from a different part of the world and a different story-telling tradition. This helps the children to appreciate oral story-telling and to become familiar with stories from other cultures. A wide range of fiction and non-fiction books are available to buy and each class has the opportunity to do this. In addition, families are invited in after school to purchase books too.

- Book buddies

We regularly pair up classes to enable children to read to each other. This helps them to develop their fluency and to enjoy reading to someone other than a family member or member of staff. The children enjoy these opportunities.

- World Book Day

Each year, we take part in World Book Day at school. The children are invited to take part in competitions, quizzes or challenges to help to celebrate books and encourage reading. We enjoy being able to distribute the World Book Day vouchers so that every child can own their own book.

- Author visits and visits to festivals

We invite authors, poets and illustrators into school and we take the opportunity to visit festivals such as the Ledbury Poetry Festival or the Great Malvern Festival of Stories – these have many benefits for our children:

- they encourage reading for pleasure;
- the children enjoy story-telling;
- they enjoy listening to and joining in with poetry
- they encounter new authors, new poets and new stories or new non-fiction books;
- the children's assumptions are challenged (e.g. stereotypes or views of disability)
- children come to see that being an author, poet or illustrator are potential careers to aspire to for the future.

Assessment of reading

Teachers assess children's phonics and reading ability regularly using a combination of formative and summative assessment. In EYFS and Year 1, phonics assessments take place every six weeks as part of the Little Wandle programme. For children in Year 2 who did not pass the phonics screening test, phonics assessments are scheduled each half-term. Termly, Year 3, Year 4 and Year 5 make use of standardised tests such as PIRA, Headstart or NFER which assess a combination of decoding and comprehension skills. In Y2 and Y6, past SAT papers are used to inform teacher judgements. Teachers in all year groups use one-to-one sessions, whole class reading sessions or group sessions to assess ability in reading and/or phonics using AfL.

Assessment of reading is recorded in a variety of ways:

- Teachers' spreadsheets or data sheets showing assessment or test scores

- Comments in home-school reading records

- School tracking system

Reading Stamina

We really want to enable children to flourish during their time at Malvern Parish and in their futures. Therefore, our intent is for the children to be fluent readers for age-expected texts by the time they leave school – this starts in Reception when they are expected to develop reading fluency. In order to help the children to achieve this, we are working towards assessing reading speeds for all children each year. All children from Year 1 to Year 6 are to complete a reading speed assessment during the first part of the Summer Term. Children will read a given passage for their year group with the class teacher/TA. They are expected to be able to read 90 words or more in a minute from Year 2 upwards, using an age-appropriate text. If they achieve less than 90 words, they will be supported to improve this. Support may include frequent 1:1 reading sessions with an adult, specific reading interventions such as LIttle Wandle Fluency, Toe-by-Toe (phonics-based) or Better Reading (comprehension-based).

Reading fluency is monitored, at least termly, in Y2 and Y6, for those children who are assessed as falling behind age-related expectations. Running records are used in conjunction with listening to the children read regularly. For those children who are assessed as being at or above ARE, they may not be assessed formally for fluency but they are selected for incidental reading aloud in class during English or other lessons.

By the end of each academic year, it is expected that:

- In Year 1 children will read 60 words of an age appropriate text in one minute.
- In Year 2 children will read 270 words of an age appropriate text in three minutes.
- In Year 3 children will read 270 words of an age appropriate text in three minutes.
- In Year 4 children will read 360 words of an age appropriate text in four minutes.
- In Year 5 children will read 450 words of an age appropriate text in five minutes.
- In Year 6 children will read extended texts at 90 words per minute (in line with end of KS2 testing)

It must be noted that we do not wish to focus solely on reading speed although it is a helpful indicator of fluency; experience tells us that when reading purely for speed, comprehension can be lessened. We are aiming for both a natural reading speed as well as a good comprehension level. We understand that some children, including those with dyslexia for example, may read more slowly than their classmates in order to improve comprehension.

Monitoring of reading

English is monitored half-termly by the Headteacher, SLT and/or English lead as part of our 'English monitoring week'. One half term will focus on reading, the other on writing. We use a deep-dive methodology which includes visiting lessons (including phonics lessons), listening to readers reading both familiar texts and unseen texts and having professional discussions with staff. We may also look at English books or other class-based records such as those mentioned above for assessing reading.

We monitor assessment data termly and follow this up in subsequent pupil progress meetings between class teachers and the Headteacher. Reading is also a focus of some staff meetings e.g. staff meetings have included time to audit resources, order new phonics reading books and learn about new strategies for the teaching of reading such as Whole Class Reading. Future staff meetings may be planned to moderate reading evidence and to undertake further training in the teaching of reading.