



Reading Rationale

INTENT

We strive to give our children the best start in establishing secure foundations in reading. Our primary intent is to create avid readers which we believe is the foundation for any greater depth learner. While phonics and fluency will be emphasised in the early teaching of reading, immersive whole-class reading sessions later take precedent and we use challenging texts to ensure our reading curriculum offers ambition and challenge. These sessions help to develop fluency but primarily focus on the contextualisation of language and literary devices.

We also prioritise establishing a reading culture in which children are encouraged to read widely and for pleasure. It is our intention that by the end of their primary education, all of our pupils will be able to: read fluently, with confidence, in any subject in their forthcoming secondary education; draw on their knowledge of quality literature to further drive their passion for reading and writing and continue on their journeys as life-long readers.

IMPLEMENTATION

Section 1: Phonics - Teaching Fluency

What is our approach to teaching phonics?

Phonics is taught using a systematic and synthetic approach in EYFS and Key Stage One. Synthetic phonics is a method of teaching reading that focuses on the link between letters and sounds. This approach is based on breaking down and blending letters so that children learn to link sounds with individual letters and phonemes. Our teaching of phonics through 'Letters and Sounds' ensures there is a clearly structured programme with an emphasis on progression; the handbook assists staff to ensure there is consistency in phonics progression.

Our children enjoy regular phonics lessons as part of a systematic programme; gaining satisfaction from putting their learning into practice in their reading and writing.

How are pupils grouped for phonics?

In EYFS pupils are grouped by their 'phonic ability' for the taught sessions; due to our systematic teaching of phonics, the clear phases of development identified in Letters and Sounds, greatly assist in understanding progression in phonics and support staff in grouping pupils according to their stage of learning.

In KS1, children are taught as a whole class; this is based on the same rationale as the principles behind whole-class reading: exposure for all; challenge for all; pace and engagement.

How is phonics taught and reinforced throughout school?

EYFS and Year 1 (Phases 1-5)

- Daily discrete sessions of a minimum of 20 minutes.
- The session will include: a re-visit of previously learnt phonemes; an introduction to a new phoneme; the opportunity to use and apply knowledge through reading and writing.
- A planned sequence of Big Cat Collins home reading books are matched to the child's phonetic ability so that deliberate practise can also take place at home.
- In Early Years, children have access to reading books within provision which are matched to their phonetic ability.
- It is the aim of the school, that all children will access 1:1 reading each week in school: These sessions develop children's fluency, automaticity and basic comprehension.
- Phonics learning is revisited and reinforced throughout all other curriculum areas.
- Where children are identified to be struggling to remember phonetical knowledge in line with their peers, *precision teaching* is used alongside daily discrete sessions in order to ensure our 'keep up, not catch up' approach. These children also access additional 1:1 reading with an adult.

Year 2 (Phase 6)

- Children are now rapidly developing in their fluency and start to use word recognition alongside their phonics to support automaticity.
- Discrete phonics sessions are now reduced as the time spent improving comprehension alongside fluency increases.
- In Phase Six, children use their knowledge of grapheme-phoneme correspondences to become increasingly accurate spellers; the 'No-Nonsense' spelling scheme supports the implementation of phase six phonics.
- The Read Write Inc Fast Track intervention programme is used with children who didn't pass their Year One phonics screening check.
- Children follow the Collins Big Cat home reading scheme and access reading on a 1:1 or small group basis weekly. Where the need is identified, some children may receive more than one session a week to improve fluency and automaticity.



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Year 3 and beyond

We recognise that children who are making the transition from Year 2 to Year 3 can become vulnerable to the demands of the increasingly challenging Key Stage Two curriculum. Therefore, we action carefully planned transitions to ensure their phonetical needs are still being met. Our Key Stage Two children have explicit spelling sessions using the 'No-Nonsense' scheme which enable them to re-visit and review their phonetical knowledge. Those children who didn't pass the phonics screening test may continue to access the Read Write Inc. intervention programme alongside other interventions.

What training have staff received in teaching phonics?

1. All staff in EYFS, Y1 – Y6 received phonics training on the basis of Letters and Sounds in September 2020.
2. EYFS and Year One Staff received training on how to plan and deliver precision teaching as an intervention in Autumn 2020.
3. In January 2021, our Phonics Leaders as well as well as Year Two and Three support staff were trained in the assessment, planning and delivery of a phonics programme for catch-up using the RWI Fast Track Tutoring programme.

What systematic structure is in place for the teaching of phonics?

See phonics long term plan following the phases of letters and sounds.

Phonics Language Glossary of Terms

To ensure our consistent and aligned approach to phonics, the following glossary of terms are used across school.

Terminology	Description
Adjacent consonants	Two (or three) letters making two (or three) sounds. E.g. the first three letters of strap are adjacent consonants. Previously known as a consonant cluster.
Blending	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap
Consonant digraph	Two consonants which make one sound. E.g. sh, ch, th, phi
CVC, CCVC etc.	The abbreviations used for consonant-vowel-consonant and consonant-consonant-vowel-consonant-consonant words, used to describe the order of sounds. E.g. cat, ship and sheep are all CVC words. Black and prize could be described as CCVC words.
Digraph	Two letters which together make one sound. There are different types of digraph – vowel, consonant and split
Grapheme	A letter or group of letters representing one sound (phoneme) e.g. ck, igh, t, sh
Nonsense Words	Pseudo words used for the purpose of decoding.
Phoneme	The smallest unit of sound in a word.
Segmenting	The process of using phonics for writing. Children listen to the whole word and break it down into the constituent phonemes, choosing an appropriate grapheme to represent each phoneme. E.g. ship can be segmented as sh-i-p
Sound Buttons	Circles or spots written underneath a phoneme to support reading.
Split Digraph	Two letters, which work as a pair to make one sound, but are separated within the word. e.g. a-e as in make or late; i-e as in size or write
Tricky words	Common Exception Words
Trigraph	Three letters which together make one sound. e.g. dge, igh
Vowel Digraph	A digraph in which at least one of the letters is a vowel e.g. ea, ay, ai, ar



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Section 2: Developing Fluency and Comprehension

Throughout Key Stage Two, reading and writing are taught using an interwoven-practice. Carefully selected texts are used to allow children to develop as readers and writers interchangeably; contextualisation of texts sits at the heart of our sessions.

In order to prepare children for this approach, whole-class reading sessions take place in EYFS, throughout Key Stage One and into Key Stage Two. During whole-class reading sessions children are rapidly moving through the mediums of: whole class talk; paired and group talk and individual thinking.

“There is a correlation between the richness of the reading environment in which readers live and the richness of their talk about what they've read. Children who are surrounded by a well-displayed stock of appropriate and knowledgeably chosen books, who are read aloud to every day, who are expected to read for themselves just as often, and who are encouraged to gossip informally to each other and to their teachers about their reading, are well prepared to engage a book talk.” Aidan Chambers (Author of Tell Me: Children, Reading and Talk).

Whole Class Reading: Five Reasons Why

Exposure for all.

Whole-class reading sessions mean that children of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote. It is essential that less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions, mixed-attainment pairs allow for frequent paired discussion.

Challenge for all.

The text chosen should provide a clear challenge for all members of the class. A good rule of thumb is that the text chosen should be between 12 and 18 months beyond the reach of your higher attaining readers; that is to say, beyond the reach of their independent reading of it and comprehending of it.

Role model reading style and question response.

When reading, the teacher should model good use of intonation, movement, volume and expression. Children will pick up good reading styles from teachers' performances. Eventually, they will start to emulate teachers in their own performances.

When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support.

Children need to be able to say a response before they can write one; teachers should model and encourage children to make good use of sentence stems (e.g., "The author has used the word _____ to suggest _____, as the word _____ has connotations of _____")

Pace and engagement.

Teachers should be actively monitoring pace, so as to ensure high levels of engagement throughout the lesson. Reading and listening to reading for long periods of time can be mentally taxing for some children. Interspersing longer stints of reading with paired discussions/independent follow-up tasks can help with this.

Use of targeted and open-ended questioning.

Targeted questioning is not only good for Assessment for Learning but also a good way to ensure all children engage with the lesson – if they don't know who will be asked to provide a response then they are more likely to consider your question and make good use of their talking partner.

*Research taken from: 'Why whole-class reading beats a carousel – and seven ways to ensure it is successful'
TES online, January 2018*

Which reading scheme do we use?

We use the Collins Big Cat reading scheme from EYFS to Year 6. In the Early Years and Year One, this is supplemented by Dandelion Readers which may be used for consolidation and deliberate practise in fluency.

We chose this scheme as it is a whole-school reading programme that provides complete support for primary reading, supporting our ambition for all children to become fluent readers - through hundreds of high-quality fiction and non-fiction banded books by award winning authors and illustrators. We have complete sets of these texts in school as well as individual access to an online e-library which teachers use to assign books to children.



Reading Rationale

How does home reading support children in becoming better readers?

EYFS and Key Stage One

- Home reading books are changed at least twice weekly by staff.
- Children may also take books home from the Lower School Library including the Glusburn Reading Miles.

Key Stage Two

- Children follow the Collins Big Cat Scheme through *to the final band*.
- Children are encouraged to read at least two texts per week.
- Once a child is actively 'Free Reading', teachers *monitor* to ensure a wide range of appropriate texts are being discovered by pupils; using particular the 'Reading Mile Recommendations' or knowledge of authors.

How do we support and encourage parental involvement?

In Early Years, we invite parents to an early literacy workshop to help them to support their child at home. Parents are welcomed and encouraged to visit school at their convenience to read with their child.

We work with parents in KS1 to support reading by holding 'Come and listen to your children reading in school' sessions every term. These sessions allow for parents and family members to listen to their child read in their school setting and also create an opportunity for them to have open discussions with teachers about how to support reading.

Section 3: Engagement in Reading and the Reading Culture

How do we inspire children to read a range of high quality literature whilst promoting reading for pleasure?

The Reading Spine

The teaching of reading is central to our English ethos; firstly, underpinned by the Reading Spine. The spine has been carefully developed to broaden children's literature repertoire and encourage them to become wider, more avid and life-long readers. These are our core English texts through which our writing units are derived. Where possible, cross-curricular links are made and texts are chosen because of their connection with wider learning in areas such as history or geography. Some texts have been chosen because of the fantastic route they offer into discussing and exploring many social, emotional and cultural issues thus developing the *cultural capital* of our children.

Glusburn Reading Miles

We know that well-chosen literature allows children to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary; allowing children to explore and appreciate our rich and varied literary heritage. In order to expose our children to a wider range of high quality literature, which we believe will offer the children valuable 'Reading Miles,' each year group has a list of recommended reads. The recommended reading book lists have been carefully created by class teachers and are a range of traditional and modern classics.

Daily reading for pleasure

We have a strong ethos around the importance of reading; including reading for pleasure. Children are given opportunities to read for pleasure for at least 15 minutes each day Y1 – Y6; Early Years children are given the opportunity to read for pleasure daily. Adults in the classroom may also read a book of their choice as a way of modelling this practice: immersed in uninterrupted quiet reading. In addition to this, each class enjoys listening to a class story or poem daily. This is usually taken from the reading spine and is read by the class teacher.

Library and classroom book corners:

We have a Lower School Library and well-resourced Reading Corners in each classroom. To encourage use of the KS1 Library, each KS1 class visit the library weekly. Each class has a book corner that includes: a live reading display relating to recommended reading mile books and non-fiction books that are related to the current topic. Classroom libraries are replenished annually to ensure they offer a range of appropriate reading books.

Spellbinding Cumbria

Our Year Six children have the opportunity to take part in the national reading for pleasure initiative 'Spellbinding Cumbria'. The award creates enthusiasm and excitement about new books and widens reading choices by giving children the opportunity to discover new authors and try different genres. Children are encouraged to read 11 short-listed books, engage in live 'blog talk' about the texts and finally vote for their favourite.



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Section 4: Monitoring and Assessment of Reading

How do we monitor reading?

All children, from Reception to Year 6, have a *Reading Record*. From the Summer Term, Nursery also begin recording their reading journey. Children are expected to have their reading records in school and to take them home every day. We maintain high expectations that all children should be reading every day at home. Parents and staff in EYFS and KS1 are expected to write comments in their child's reading record to show that they are reading daily and as a way of communicating. In KS2, children are expected to gradually take more responsibility and record their own books and responses to books.

How do we assess reading?

Phonics assessment in EYFS and Year 1

Children's phonetical ability is assessed and recorded on a phonics tracking system each term. Results are discussed between class teachers and alongside the Head Teacher at termly pupil progress meetings.

Reading comprehension assessment Y1 – Y6

Formal assessments take place termly using the published scheme from NFER (National Foundation for Educational Research). Children's attainment is recorded on the whole school data tracker as: PRE, WTS, EXS, GDS. This allows leaders to understand which children are on track, based on their prior attainment, as well as identifying the lowest 20% of readers in each year group through mapping grids. Results are discussed between class teachers alongside the senior leadership team at termly pupil progress meetings where actions are discussed, agreed and reviewed.

Section 5: Support

How do we support children with SEND and those who are reading below the expected standard for their year group?

We have a determined approach that all children will meet or exceed the expected standard in reading *primarily through* our approaches in quality first teaching; offering a systematic reading curriculum where first, phonetical knowledge is developed and deepened to build fluency and later, immersive, ambitious and challenging reading sessions support comprehension and contextualisation.

EEF state that, "The best evidence shows that teaching is the most important lever available to schools to improve pupil outcomes."

The following interventions are used in order to support readers who are working below the expected standard in each year group:

- Flashcards used to develop automaticity with High Frequency Words
- Precision Teaching of Phonics
- Paired reading (UKS2 children reading with younger children during intervention times)
- Additional 1:1 and/or small group reading / smaller guided group sessions alongside the whole-class sessions.
- Intervention programmes such as: Nessy, NELI and RWI Fast Track.

Section 6: How have we continued to ensure reading is a high priority during and following the recent pandemic?

Remote Learning Offer

During school 'closures', families received the following remote learning offer which was mirrored in the classroom with the children of critical workers: a live daily phonics session for children up to year two; a live daily English lesson with directed activities; a daily live 'reading to' session and full access to the home reading scheme as well as other reading material which could be borrowed from school.

Funding

Specific funding issued to school to support closing the attainment gap in relation to COVID-19 allowed us to support the Reading Curriculum through the following investments.

- Before, during and after school 'Keep-Up Sessions' delivered by teachers and support staff.
- Training and Resources to support the implementation of the 'Read Write Inc Fast Track' intervention scheme.
- NELI targeted intervention for Speech and Language (Reception and Year One children)
- The Complete Collins Big Cat E-Library – allowing children to access the home reading scheme remotely.
- Appointment of additional teacher to support closing the attainment gaps with the year one cohort 2020-21.



Reading Rationale

IMPACT

EYFS 2019

% Glusburn EYFS children reaching EXS in reading	76%
% EYFS Nationally	77%

% Glusburn EYFS children reaching GLD	74%
% EYFS Nationally	74%

EYFS Spring 2020: Teacher Assessment (Pre-Covid)

% Glusburn EYFS children reaching EXS in reading	67%
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% Glusburn EYFS children reaching GLD in reading	0%
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Phonics 2019

% Glusburn Y1 children passing Phonics Screening Check	93%
% Y1 Nationally	88%

Phonics November 2020 – Post Covid

% Glusburn Y2 children passing Phonics Screening Check	80%
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Reading Rationale

KS1 2019

% reaching EXS Glusburn	76%
% reaching EXS Nationally	75%

% reaching GDS Glusburn	21%
% reaching GDS Glusburn	25%

KS1 Spring 2020 Teacher Assessment (Pre-Covid)

% reaching EXS Glusburn	70%
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% reaching GDS Glusburn	17%
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KS2 2019

% reaching EXS Glusburn	63%
% reaching EXS Nationally	73%

% reaching GDS Glusburn	27%
% reaching GDS Nationally	27%

KS2 Spring 2020: Teacher Assessment (Pre Covid)

% reaching EXS Glusburn	71%
% reaching EXS End of KS1 2016	69%

% reaching GDS Glusburn	14%
% reaching GDS End of KS1 2016	24%