

Furness Vale Primary and Nursery School



READING



INTENT

At Furness Vale Primary and Nursery School, we believe reading is an essential and enjoyable life skill. We aim to create an inclusive, inspired and challenging reading curriculum, which develops children's knowledge of phonics, enabling them to become successful readers who develop a lifelong love of reading. Reading enables children to develop their learning across the wider curriculum and lays the foundations for success in the future. At the heart of our strategy is our drive to foster a love of reading. We are passionate about enriching children's learning through a variety of quality texts which they will be able to successfully comprehend and understand. By the end of their time at primary school, we believe that all children should be able to read fluently, and with confidence. We have high expectations of all children and want them to develop a good knowledge of a range of authors and be able to understand the world in which they live, through the knowledge they gain from texts. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school. We want to ensure all children at Furness Vale are given the best opportunity to achieve expected progress, or more, in reading.

IMPLEMENTATION

Early Years Foundation Stage and Key Stage 1

At Furness Vale Primary and Nursery School, we use a systematic synthetic phonics programme called Read Write Inc, developed by Ruth Miskin. This Department for Education (DfE) validated phonics programme is supported by a comprehensive scheme of reading books provided by Oxford Owl. Our children from EYFS to Year 2 learn to read and write effectively and quickly using this phonics programme. Read Write Inc provides the children with a method of learning which helps them to read fluently, accurately and speedily. It sets out clear expectations for all children's phonics progress, term by term from Nursery to Year 2. It meets the expectations of the National Curriculum and Early Learning Goals and ensures that children make speedy progress in phonics and reading. The Read Write Inc phonics programme provides a structured and systematic approach to teaching English. It is designed and used to create fluent readers, confident speakers and willing writers. We teach in this way because, research shows that, when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. According to the DfE (Department for Education), 'almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words'. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. In our school, we realise the importance of phonics as it provides children with the building blocks needed to become successful readers. They are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make – such as 'sh' or 'oo' and then blend these sounds together from left to right to make a word. Children can then use this knowledge to 'de-code' new words they hear or see.

There is a rigorous Read Write Inc training programme in place to support, educate and monitor staff to enable the teaching of reading to be the best it can be. Regular Development Days take place throughout the year when a Consultant Trainer visits our school to offer support and ensure all RWI programmes are being taught successfully and the best results are being achieved.

Early Years Foundation Stage (EYFS)

Phonics

A child's reading journey starts in Nursery where children explore sounds and develop their speaking and listening skills through set 1 phonics. The main focus in Nursery is language comprehension. It is vital to embed oral activities during the Nursery years. We do this by modelling speaking in whole sentences and do lots of talking throughout the day, especially in play. We have planned storybooks throughout the year that children grow to love, connecting them to the role play area and other areas of the EYFS environment. These stories are in addition to the wealth of stories, nursery rhymes and songs that are part of the day. Early on, the Nursery children are introduced to a carpet buddy and are encouraged to turn to their buddy to share ideas and answers. This leads into what will be expected of them later in Reception when they begin more formal Read Write Inc sessions. Before teaching the first 30 sounds explicitly, we look at the Read Write Inc sound cards and learn about the pictures and what we can see in them. We emphasise the sound at the start of the picture. It is vital we use lots of oral 'Fred Talk' in Nursery. This is where we say words in sounds and encourage children to work out what is being said. Once the children are familiar with the different aspects of Read Write Inc, they settle into Reception sessions with ease and are ready for longer sessions.

The transition into Reception is a priority at the beginning of the Autumn term especially for children who are new to the school. Therefore, as children enter Reception, we complete a statutory baseline to assess each child's phonic knowledge and awareness of sounds. Nursery children from our setting are already familiar with the letter sounds and build on this knowledge. New Reception children will embark on the Read Write Inc programme and learn the new routines. Phonic sessions are taught on a daily basis in the morning. Once children are familiar with some letter sounds, we embed phonic opportunities into the classroom, providing children with opportunity to practise and master core phonic skills, applying to both reading and writing. We introduce the children to a range of vocabulary which supports their reading and understanding of the world through focussed story times. The outcome of phonics teaching in the Early Years will be that children will have a secure knowledge of phonics, enabling them to confidently decode words to read and develop a love of books.

Key Stage 1

In Key Stage 1, we continue to develop children's phonics knowledge from Reception. The children learn set 2 and 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound ('graphemes'), for example ay, a-e, ai. This enables children to become more confident with not only their reading, but also spelling and develop skills which are transferrable to their writing. In Year 1, there is a greater emphasis on the reading of the sounds, whereas in Year 2 this progresses by using the graphemes to spell words.

In Key Stage 1, each daily phonics session is broken up into different parts including: revision of previous sounds taught, teaching of a new sound, reading words with the new sound and writing them as well as daily reading using a RWI book. We do this through a

range of activities to engage the children and ensure they enjoy their learning, making it a memorable experience. Phonics is embedded across the curriculum and the children are encouraged to use phonics to support them in a range of topic work. Phonics is displayed in each classroom across the school, including the Read Write Inc sounds and tricky red words. The children are encouraged to use these to support their writing in all lessons across the curriculum.

Key Stage 1 have buddy reading sessions with EYFS; this give Key Stage 1 children the opportunity to read a Read Write Inc phonics-based book to an EYFS child. This ensures that there is consistency between our phonics and reading sessions and that children apply their new phonics knowledge to reading books, giving them a purpose and sense of achievement. We make sure that our children read books that are decodable and closely matched to their increasing knowledge of phonics and the common exception words. This is so that early on they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher develop decoding skills and improves fluency.

Assessment

We assess all the children each term so we can track their progress and provide 1:1 support for those who may need extra help. These sessions are in addition to group sessions in the morning. This tutoring helps us to meet their individual needs. We group the children according to their progress in reading rather than their writing. This is because it is known that children's progress in writing is behind their progress in reading, particularly where motor skills are less well developed.

In addition to the termly assessment, children in Year 1 are also assessed using a phonics screening check just before the October and February half term. Regular assessment using the phonics screening test, alongside the Read Write Inc assessment test, enables us to stream children for phonics and Read Write Inc, ensuring the teaching they receive is tailored to the level they are at. The check is designed to confirm whether individual children have learned sufficient phonic decoding and blending skills to an appropriate standard.

The Statutory Phonics Screening Check takes place in June each year for all children in Year 1. In addition, a Statutory Assessment Test (SAT) in Reading is administered in May each year in Year 2.

Reading at home in EYFS and Key Stage 1

We believe that regular reading at home is an important tool in developing reading skills. Therefore, we provide individual reading books to all children to read at home. At the beginning of their school year, EYFS children are able to choose a book of their choice from the class library to take home for an adult to read to them. Once the EYFS children have a sound phonetical knowledge, they are sent home with a Read Write Inc book bag book which is linked to the letter sounds they have learned. Home-school readers are also phonics based; ensuring continuity and these are at the level of each individual child. Book bags contain a reading book at the child's phonics level and also the book they have been reading in phonics sessions. These are changed on a weekly basis.

These books will be at an independent level. One of the books is the one we have been reading in class and the other one is at their ability level so that the child can read the majority of the words without any help from an adult. This gives the children the opportunity to experience success in their reading whilst still strengthening their phonics learning.

At the beginning of the year, we also invite parents to a Phonics workshop, which supports the parents in listening to their child read and encouraging their child's development of phonics. We also have a Friday morning read where parents are invited to come into school and read to their child or other children a book before the school day starts.

Key Stage 2

In Key Stage 2, once children have a sound phonetical knowledge and have completed the grey Read Write Inc books, they transition to access a series of colour-banded books. This is normally at the beginning of Year 3. We encourage children and parents to foster a love of reading together and encourage daily reading. Every child in Key Stage 2 has a reading book that is matched to their current reading ability that they take home to read independently or with parents. Our core scheme for home reading is Collins Big Cat. This scheme has a clear progression within each book band. Once children are confident and independent readers, they select a range of high-quality children's literature from our class or school library. These children are considered to be 'free readers'. We believe that regular reading at home is an important tool in developing reading skills. Levelled titles from the Collins Big Cat scheme are used for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres. Our reading scheme ensures children are offered high-quality books that reflect the diversity of our modern world. Children work through the wide variety of books at their own pace and teachers and teaching assistants monitor their progress and determine when best for children to move onto the next series, ensuring that a range of titles have been explored and understood. Children who make slower than average progress in reading are monitored more closely. Teaching Assistants read regularly with individual children each week across Key Stage 2 and some children may require an intervention such as the use of RWI Fresh Start. Reading underpins learning in every subject and teachers take every opportunity to provide opportunities for reading across the wider curriculum for children to apply their reading skills.

Reading at home in Key Stage 2

We encourage parents and carers to read books with their child at home as often as possible to support the work we do in school. The children record what they read in a Reading Record book and parents are able to make comments and communicate with their child's teacher if necessary.

Guided Reading

All children in Key Stage 2 will also take part in a daily small group guided activity which enables teachers and teaching assistants to elicit the needs of children individually and identify areas for future development. They explore a range of different texts and participate in discussions about what they have read. Children will complete independent written follow up tasks on the text studied to practise recording answers in readiness for the Key Stage 2 Reading SAT test. During Guided reading sessions, children are given the opportunity to develop their reading fluency and comprehension skills and teachers and teaching assistants provide support during these sessions and challenge all learners. They are also introduced to a wide variety of more challenging novels and non-fiction texts. Whole Class reading lessons also take place which expose children to rich and varied texts, harnessing their imagination and promoting a love of books from different genres.

Reading Plus

In Upper Key Stage 2, the children use Reading Plus, the online reading development programme that improves reading speed and silent reading fluency, increases vocabulary, and accelerates reading comprehension through personalised instruction and intervention. The software is able to meet each child's individual reading level. Teachers support and monitor the children's progress, and award certificates to celebrate their reading achievement.

Reading for pleasure and the School Library

The school library is open weekly for children from Year 1 to Year 6 to borrow books to take home to encourage reading for pleasure. The school library is run by a small group of librarians from Upper Key Stage 2. In addition, on several lunchtimes, the library is open for children to attend a Reading Club where they can enjoy reading books together.

At Furness Vale Primary and Nursery School, daily Class Story time books are read aloud to the class by their teacher to promote a love of reading and to expose the children to a wide range of texts, genres, and vocabulary. We ensure the books read to each class/year group are appropriate and progressive.

In addition, we arrange Buddy Reading sessions and celebrate World Book Day annually in school. There is a Reading Lounge in every classroom to encourage reading for pleasure.

Assessment

At the end of each term in Key Stage 2, each child's reading skills are assessed formally using a series of NFER Reading tests so that progress can be closely monitored, and interventions put in place if necessary. Teachers will also use ongoing formative assessment of reading and professional judgement to improve children's reading. At the end of Key Stage 2 in May, an English reading test is administered to all eligible children.

IMPACT

We firmly believe that reading is key to all learning and so the impact of our reading curriculum goes beyond the result of statutory assessments. Through the teaching of systematic phonics and reading enquiry, our children will become fluent and confident readers by the end of Key Stage 1. In this way, children can focus on developing their fluency and understanding of texts as they move through school and apply their knowledge and experience to a range of texts. The children will leave Furness Vale Primary and Nursery School as fluent, confident and able readers who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home and contribute regularly to home-school records.
- The % of children working at age related expectations and above age-related expectations within each year group will be at least in line with national averages) and will improve year on year.

There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) (e.g. PPG vs Non PPG)

Monitoring

We will regularly monitor the impact of our Reading curriculum through ways such as learning walks, link governor visits, and whole school assessment data analysis to ensure that standards remain high in the teaching of Reading at Furness Vale Primary and Nursery School.