

Reading at PSJ:

Our aim:

By the end of their time at PSJ Primary, we aim for all pupils to be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. Reading is the product of decoding and comprehension, and so children need both good language comprehension and good word reading to become good readers.

- Language comprehension and composition are developed by talking, listening to and talking about stories, and by learning poetry and songs - At PSJ, this is Story and Song Time (EYFS), Story time and Book Talk (KS1) and Book Quest/ Guided Reading (KS2). We use VIPERS to structure reading sessions.
- Decoding and encoding are taught through a systematic synthetic phonics programme - At PSJ, this is Read, Write, Inc



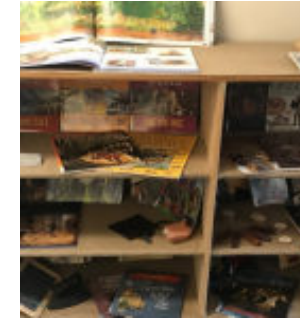
Why prioritise Reading? The Rationale:

The OECD (Organisation for Economic Co-operation and Development) emphasised: ***'Reading practices can play an important role in reducing the gap between the reading proficiency scores of students from different socio-economic backgrounds'***. Therefore making sure children become engaged in reading is one of the most important ways to make a difference to their life chances, regardless of background. This is Reading for Pleasure.

At PSJ, this sits alongside a systematic phonics programme, Read Write Inc, teaching children the skills and understanding that letters on a page represent sounds in spoken word. The Education Endowment Foundation (EEF) considers phonics to be one of the most secure and best-evidenced areas of pedagogy.

"The more you read
the more things you know.
The more that you learn
the more places you'll go."
-Dr. Seuss

Books everywhere !



Our new 'Mindfulness Library' is a welcoming space for children to read and share stories. Year 6 Librarians help select books, read to younger children and run our new outdoor library. A large investment in books supporting our school values and drivers, celebrating our schools' 50 Inspirational People' alongside those enriching the wider curriculum have proven very popular with the pupils. We use these books and stories to help children learn about the lives of those whose experiences and perspectives differ from their own. This can help break down a sense of otherness that can lead to division and prejudice, thus supporting our school value of Equality.

Each class has a reading corner, a place that not only catches the children's attention but would spark their interest and enthusiasm and hopefully captivate their imaginations. '***The most important part of a book corner are the books themselves.***' Book corners have a selection of related books e.g by the same author, similar genre, similar settings - books can be taken from the school library to support this, in effect making each book corner a class mini library. Once children are taking books home, they have a Reading Record. These have useful prompts for parents, and help staff to monitor and support reading at home.

Teaching Reading at PSJ: The reading journey from Nursery until Year 6.

We have prioritised professional development, ensuring all staff have the knowledge, skills, understanding and professional support to teach reading effectively and thus transform children's life chances. All staff delivering Phonics have had Read, Write Inc training to ensure a consistent implementation. This is overseen by Emma Dando (Deputy Headteacher).

On entry to school: EYFS

We recognise that many children who enter PSJ, have delayed language skills, which can lead to underperformance in later years. Children who begin school with a poor understanding of language need considerable support to develop their spoken language. For children who begin school with a poor understanding of language, being able to decode words is essential for equality, because their understanding of language, their vocabulary and their knowledge of the world will expand rapidly when they can read for themselves. We use Wellcom as an assessment tool for EYFS to quickly identify children needing support from 3 years of age. The Big Book of Ideas is used to plan appropriate whole class,

small group and individual sessions. Early parent workshops for Phonics and Early Reading support and guide parents in early reading support and enjoyment at home. Our aim in EYFS is in reducing the language gap between children from language-rich homes and others. Teachers work closely with our SENDco to identify pupils who may need early help, or additional support regarding Speech Language and Communication needs (SLCN)/ hearing or visual impairments. A Learning Support Assistant for Speech and Language works in Reception every morning to help ensure early help is given. A visiting Speech and Language therapist works a morning a fortnight to support children across our EY setting.



Song and Story Time in EYFS:

A language-rich environment is one in which adults talk with children throughout the day. At PSJ we quickly identify children who don't have a language rich starting point, and prioritise these children throughout the day. All staff receive training once a week, some of which is building in on the understanding of high quality adult- child interactions, modelling and questioning. The more children take part in conversations, the more they will understand once they can read, and the more vocabulary and ideas they will have to draw on when they can write. At PSJ, we recognise the importance of talk, of accurate assessment, and of building a love of stories and reading, and the critical links between these, especially the role stories play in developing young children's vocabulary and language. (Language Comprehension). Listening to and talking about stories and non-fiction develops children's vocabulary, and so is a key component prioritised daily in EYFS. Through listening to repeated readings, and talking about what they have heard, the children have multiple exposures to vocabulary and the language of stories. Continued talk about words, as well as opportunities to use them, helps children to absorb the language. When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics.

In our EYFS Literacy Spine, we have four categories of books: Core books (stories we want all children to hear and share), Enrichment books (often non-fiction, that support the different areas of learning), Nurture books (identified to support PSED and self - regulation) and Values books (which underpin our CARE values). Once books have been shared, they become part of our libraries, allowing children and parents the opportunity to re-read and feel success as emergent readers.

Phonics and Key Stage 1: Synthetic Letters and Sounds is taught through Read, Write, Inc.

Pupils who fail to learn to read early on start to dislike reading. Therefore the focus in EYFS is to ensure pupils keep up with their peers rather than be helped to catch up later. In Reception, pupils at risk of falling behind are identified within the first three weeks of starting school. Phonic sounds are assessed with each child weekly, to stop pupils falling behind. Extra catch up is provided in class. In Nursery, Phonics begins in the Spring term. Each week the children are introduced to 2 or 3 new sounds. The children look at the letter patterns and learn the sound rhymes. There is no expectation for the children to write the sounds, but to recognise them in their environment. The key role of formative assessment is to quickly identify children's misconceptions and adjust teaching in lessons, alongside repeating steps to support blending, grapheme-phoneme correspondences (GPCs), until pupils can blend sounds to read new words fluently and automatically. Pinny time in Reception provides regular practice, reinforcement, assessment opportunities to ensure all keep up during each day and week. The role of summative assessment is to provide information about what a child has learnt in a given period and to identify pupils who could benefit from additional support/catch up and keep up. For leaders, summative assessment can form part of a picture indicating staff support/coaching/training needs.

Individual records are kept for all children, as they are vital for children at risk of not keeping up or struggling to read. A part of the RWI assessment is also based on reading fluency. Pupils are assessed half termly using the RWI assessment. We ensure the same person carries out the assessments for consistency. When the children complete orange books, this means they can decode words quickly in their heads. At this point, the assessments begin to check reading fluency to enable the children to move to the next set of reading books (Yellow). We would expect the majority of children to be working at yellow by the end of the Spring Term in Year 1. Pupils therefore start with decodable books matched to their phonetic stage of development, and a sharing book. Reception and Nursery classes have their own mini library, where parents can share and choose Phonics and Sharing books. Decodable books/ stories can be re-read to build fluency, thus enabling pupils to read and understand what they are reading. A fluency rate of 90 words per minute is a good indicator for this. Word speed is incorporated into the Read, Write Inc assessment at Orange level, before pupils move up book levels.

Teaching Reading in KS1:

Phonics and Decoding:

At the beginning of Year 1, pupils are assessed to ensure they are reading books that are matched to their phonics ability. Most children will have learnt all of their set 1 sounds (single letter sounds) and will be confident in blending using these. As children move to Year 1 they begin to learn the set 2 sounds, these are the digraph vowel sounds such as oy, ay. The assessments are used to ensure the children are grouped accordingly for their next steps. These are reviewed every 6 weeks. Groups are arranged across Year 1 and 2 in the Autumn term. There are 7 groups and each one is led by a trained practitioner. Every session begins with speed sounds, where pupils learn a new sound as well as recapping the sounds they already know. The sounds are read individually and within words. The children are also able to apply the sound into spellings. Following this, pupils read the new sounds within a book and then apply this knowledge with a get writing activity. This is called 'Get Writing'.

Language acquisition and developing a love of reading.

In Years 1 and 2, children have a minimum of three taught reading sessions a week. These sessions are centred around the six key reading concepts: Characters, Plot, Setting, Themes and Writers techniques. The teacher selects a different key concept or two to frame book talk around, and similarities and differences can be drawn across a broad range of texts and authors. This in turn will help children to identify the key areas of narrative writing. Story sharing and book talk helps children see how stories start and end, how a plot unravels and is resolved. Without reading, children cannot experience **'the exquisite joys of immersion in the reading life'** (Wolf)

Year 1:

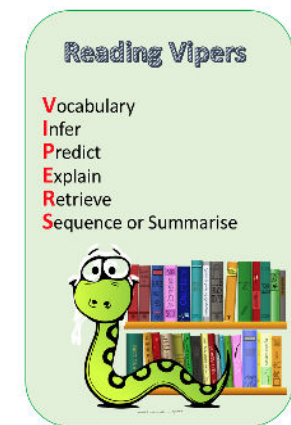
In addition to phonics sessions, pupils also have "book talk" sessions at least 3 times a week. The teacher chooses a text from the PSJ Literacy Spine and plans questions/activities to support vocabulary acquisition and develop an understanding of the threshold concepts for reading such as character and plot. The same book is read repeatedly over the course of the week, allowing pupils to build up their knowledge and understanding of the text. Alongside this, stories, rhymes and songs are shared daily.

Year 2:

At the beginning of Year 2 most children are ready for whole class guided reading. Texts are chosen from the PSJ book spine. Teachers model fluent reading and expression and as the week goes on the children become more independent at reading the text themselves. Activities and questions are planned using VIPERS, in preparation for guided reading in Year 3 onwards. Children who did not meet the phonics threshold at the end of Year 1 continue with RWI during the Autumn term and also attend additional phonics intervention. This may be 1:1 or in a small group. Pupils are assessed every 6 weeks to ensure they are making the required progress towards the phonics re-sit.

Year 3 - Year 6:

Guided reading sessions take place every day. Using a mixture of VIPERS tasks and the key stage two reading concepts, whole texts or excerpts are explored and discussed. Book talk and discussion is planned for, alongside vocabulary development and modelled and paired fluency activities. Widening pupils' vocabulary, through implicit and explicit instruction, is a priority. For the minority of children who do not pass the phonics resit at the end of year 2, we provide additional intervention outside of the guided reading sessions. Some children continue with RWI phonics and move to Fresh Start (Years 5 / 6) which is an intervention with texts more appropriate for older children. At this stage we assess if phonics is the most effective method for the child and supplement interventions with additional strategies such as precision teaching and shape reading.



The Reading Theatre.

Some pupils who find reading challenging at PSJ, often struggle with fluency and accuracy as evidenced in YARC assessments. This is also seen in pupils who can fluently read, but struggle with comprehending vocabulary and fluency when reading aloud. We have introduced the Reading Theatre, as part of a multifaceted approach to developing fluency (accuracy, automaticity, rate and prosody). Explicitly teaching fluency helps pupils to develop and consolidate automatic decoding skills, and incorporates both echo and choral reading. The Reading Theatre provides a real reason for children to rehearse and re-read carefully chosen passages, which in turn aids pupils' word recognition and comprehension. Re-reading a text is also an important part of Read Write Inc, and the National Reading Panel says it is the most powerful way to improve fluency for the majority of pupils. (EFF Shining a spotlight on reading fluency). Alongside the inclusion of this strategy into our guided reading sessions, reading interventions in KS2 also use this approach when appropriate.

Book Quest : Reading for Pleasure.

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible **and be motivated to continue reading.**

In order to provide a range and breadth of quality texts in each year group and to strengthen vocabulary acquisition, we have introduced *Book Quest*.

“Listening to and talking about stories and non-fiction develops a child's vocabulary because they meet words they would rarely hear in everyday speech.”

(Dfe Reading Framework - Teaching the Foundations of Literacy (July 2021)

Through the book quest structure, children are encouraged to develop their understanding and communication around the key reading threshold concepts (big ideas).

Key threshold concepts across the primary age are:

- Types of text/genre
- Characters
- Plot
- Setting
- Themes
- Writers techniques

We know that children at PSJ often need to increase their range of vocabulary. Book Quest engages and involves all children, rather than silent reading time, which we found only engaged avid readers. Children who do not have quality texts at home have the opportunity to read a range of authors and genres, developed through the school's Literacy Spine, over their time at PSJ. To improve reading, teachers also take into account access to interesting and meaningful reading materials. For children working at a deepening level, less guidance is given, and adults

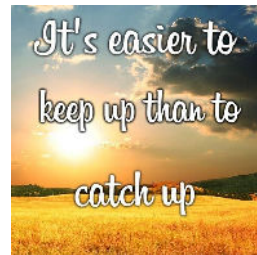
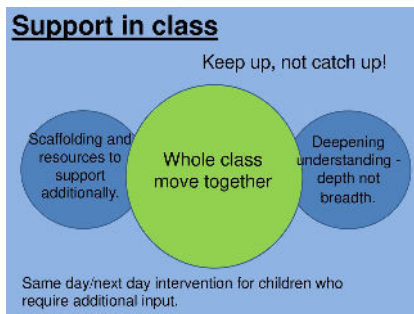
adopt a coaching approach. For those less able and working at a basic level, teachers lead this guide session recapping and building on comprehension vocabulary and modelled fluency.

“Reading also offers important emotional benefits, enabling pupils through listening to and talking about stories to talk about their ideas and feelings and to lose themselves in books”

(Dfe Reading Framework - Teaching the Foundations of Literacy (July 2021)

Story time and books can also help children explore their thoughts and feelings, and gain the necessary language skills to explain these. Many of our pupils have SMEH needs, and this is a good way to develop emotional literacy.

School led interventions:



Quality first teaching is our priority - early formative assessment , formative action aims to address misconceptions in lessons, and is used to re-teach and re-visit or plan a same day intervention. Some children are working below their age related expectations and need additional time, different instructions or more practice.

Good reading is a key route to success in school, and so school leaders at PSJ prioritise reading interventions, overcoming concerns of teachers and parents that pupils are missing part of their mainstream lessons.

Children are assessed formatively in class, and summatively through NFER (Years 2 - 5) and SATS papers (Yr 6) Pupils sit NFER papers when they are fluent in decoding. Alongside this, KS1 children are assessed every half term through Read, Write Inc. In KS2, children still on the RWI programme are assessed once every long term. From Year 1 upwards, the bottom 20% of readers are assessed using YARC, in October and June. After Year 1, this data is then used to identify two groups:

- 1) **Children who are good readers but poor comprehension** - These children have additional book talk/ fluency interventions. This is often children with speech and language difficulties or those who speak English as an additional language. These interventions focus on narrowing the gap between word-rich and word-poor children, helping pupils to accumulate background knowledge and vocabulary.

Some of these sessions are used to revisit key vocabulary linked to the foundation stage subject concepts e.g: History and 'Settlements' or to pre-teach up and coming vocabulary key to help build understanding and knowledge (schema).

- 2) **Children who have good comprehension skills but poor word reading.** These children often have a large vocabulary and good background knowledge, but cannot decode words easily. These children have additional phonics/ Read, Write, Inc (Speed sounds and application in reading) interventions. Children in this category also benefit from 1:1 precision teaching. This enables teachers and learning support assistants to select individual words for pupils to read repeatedly and at speed.

For children in interventions, we track progress by measuring a narrowing gap between a child's chronological age and their reading age. This, alongside all summative data and teacher assessment is used to prioritise those children who are furthest off track, and those requiring daily 1:1 catch up in class.