



Reading At Alderman Jacobs School

Intent

We aim to create a strong, embedded reading culture through an environment of rich language within classrooms and the wider school. In doing so, children will:

- gain a life-long enjoyment of reading;
- read accurately, with fluency and prosody, to unlock understanding;
- read with clarity, expression and confidence;
- gain knowledge of the wider world.

Implementation

Through the delivery of the reading curriculum, regular whole class fluency sessions, a robust early reading phonics programme that includes scheduled assessments and researched interventions linked to the different areas of reading, pupils increase their ability to decode words, understand the meaning behind them, read with fluency and progress within the wider curriculum.

As a school we use the Read, Write Inc programme to teach phonics, reading and writing throughout Foundation and Key Stage 1 as well as for those children who need it in KS2.

Effective teaching of reading includes teaching children to decode words by sounds, rather than recognising whole words. Our focus in Foundation Stage and Key Stage One is on the use synthetic phonics, in which words are broken up into the smallest units of sound called phonemes.

Children are taught the letters, also known as graphemes that represent these phonemes and also learn to blend them into words. Children are taught to read the letters in a word like c-a-t, and then merge them to pronounce the word cat. A phoneme can be represented by one, two, three or four letters (such as "ough" in "dough").

Children are systematically taught the 40 key phonic sounds and the combination of letters used to represent each sound, they also learn how to use alternative graphemes to support their reading and spelling.

Once they are on the Pink scheme of RWInc children from Early Years and Key Stage 1 will bring home their RWInc reading book each week. They will have been reading this book during the week at school and they should be confident in decoding these words. They are now developing the skills of fluency, pace and comprehension. Children will also bring home a book from our book banded scheme which they will change with more frequency.

In year 2 and KS2, children take part in a weekly 1 hour comprehension lesson which teaches reading skills systematically. These sessions are strategically planned and broken down into the following content domains each term:

| Term | Content domain |
|--------------------------|--|
| Autumn term 1 | Word reading/decoding and word meaning |
| Autumn term 2 | Retrieval |
| Spring term 1 and term 2 | Inference |
| Summer term | Mixture of all content domains |

The above structure is altered accordingly for year 6 to enable a mixture of content domains to be taught throughout the year.

Each year group has a structure sheet to follow to support them with recognising how the National Curriculum statement relate to the planning section and show what question stems are relevant for this content domain

Children in Year 1 are taught a 30 minute reading comprehension session weekly which relates to the following content domains: developing the pupil as a reader, reading fluency, decoding and word reading, word meaning, prediction, comparing, retrieval and basic inference. Within these sessions, teachers also focus on question stems that relate to their children's ability.

Developing a child as a reader

To develop children love of reading with offer a broad range of genres in our school library as well as in every classroom. Children listen to stories from our recommended reading list every day to develop their listening comprehension and to understand the purpose of reading linked to reading for pleasure; to gain factual knowledge; to be imaginative and to explore new ideas. Children has access to Book Fairs, reading cafes and read out loud events structured throughout the year.

Fluency

During KS2 fluency sessions, teachers model expert fluency and prosody across a range of fiction and non-fiction texts throughout the year. Children are taught to text mark for prosody and through the approach of reading and rereading are able to engage and comprehend the text to a deeper level. Progression documents enable teachers to teach the skills of a fluent reader strategically. Children are assessment termly in accordance to their ability to become a fluent reader.

| Colour code | Fluency term | Skills expected to see at this stage |
|-------------|------------------------|--|
| | Pre-fluency | <ul style="list-style-type: none">• Mostly flat, monotone reading.• Word by word reading.• Slow in pace.• Frequent pauses between words.• False starts and restarts.• Relied heavily on decoding.• Very little awareness of punctuation. |
| | Foundations of fluency | <ul style="list-style-type: none">• Some words are speech-like tones.• Pitch sometimes varied.• Some meaningful phrase reading: scooping two and three words at a time.• Choppy reading. Some overt decoding.• Growing awareness of punctuation: takes breathe at full stops, rises volume with exclamation marks. |
| | Newly fluent | <ul style="list-style-type: none">• Mostly uses the correct expression linked to meaning of word/phrase.• Mostly uses up and down volume where appropriate.• Mostly reads in chunks of meaning.• Often smooth reading which sounds musical.• Often corrects themselves.• Mostly uses punctuation to guide how they read. |
| | Truly fluent | <ul style="list-style-type: none">• Uses the correct expression linked to meaning of word/phrase.• Up and down volume where appropriate.• Reads in chunks of meaning.• Very smooth reading which sounds musical.• Corrects themselves whilst in the flow of reading.• Consistently uses punctuation to guide how they read. |

In KS2, fluency sessions and carefully chosen whole class reader sessions at the end of each day develop our children as readers.

These sessions aim to:

1. Develop the skill of prosody through regular text marking for meaning, repeated reading, choral reading and partner reading.
2. Aid children's 'listening comprehension' which means that children are having opportunities to hear text being read with expert prosody. With expert prosody comes engagement with and understanding of the text.
3. Add to the children's daily diet of reading: they have an opportunity to hear a wider range of language, practise fluency strategies and interact with a text.
4. Provide opportunities for children to hear and read texts that are at their year group's expectation allowing them to engage with age appropriate plots.

Across the whole school

- Children in all year groups are taught phonemic awareness strategies and this is modelled by their teacher daily.
- In addition to phonetic strategies, teachers encourage children to syllable split unfamiliar words as well as helping them understand what parts of the word mean, for example: 'un' means not.
- Fluency sessions encourage sight reading of words through repetition and recognition.
- Reading is embedded throughout all foundation subjects to provide opportunities to engage with reading often during the day.

Children that have fallen behind

All KS2 teachers complete a fluency assessment tracker termly which enables them to identify children who are reading below age expected.

These children benefit from 1:1 reading sessions and additional intervention including focused group work during whole class fluency sessions.

We also use the YARCS reading assessment to provide an in depth analysis of those children that are not yet making the desired progress. This as a tool allows teachers to see what element of reading the child finds more difficult. Children are benchmarked frequently in EYFS-Yr 2 and further up the school as needed.

Children in KS1 that have fallen behind are supported with additional RWI sessions and read to an adult regularly with a focus on applying the taught fluency strategies.

Understanding book levels in the library for KS2

Although we do not use Accelerator reader as a system, we do use the way in which they 'level' the books to ensure that children are reading progressively challenging books. Books are levelled in accordance to:

- The complexity of the language within them
- Average sentence length
- Average word length
- The most appropriate age group relating to the theme

| Reading colour | Reading range | Average year group | Example of books in the level |
|----------------|---------------|---|---|
| | 2.00-2.90 | year 2 (higher) and 3 (lower) | The Gruffalo 2.3 Mr men 2.7 |
| | 3.00-3.90 | year 3 (middle) and 4(lower) | Horrid Henry 3.3-3.7 Funny Bones 3.6 |
| | 4.00-4.90 | year 3 (higher), 4 (middle) and 5 (lower) | Roald Dahl (4.0-4.4) David Walliams (4.1-4.8) Beat quest books(4.3-4.9) |
| | 5.00-5.90 | year 5 (middle) and 6 | Diary of a Wimpy kids (5.2-5.8) |
| | 6.00-6.9 | year 5 (higher) and 6 | Harry potter books 6.7 |
| | 7.00-7.90 | year 6 | Lord of the Rings |

Impact

All children to make progress in their ability to read accurately, fluently, build their understanding, read with more confidence, use reading as a vehicle to unlock knowledge, increase their cultural capital and access the Secondary School curriculum upon leaving KS2. All children will make at least good progress from their starting points. Children will develop a life-long enjoyment of reading.