



## Colby Primary School Reading Intent, Implementation and Impact statement.

### Intent

At Colby Primary School, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop the habit of reading widely and often for both pleasure and information, to have a good knowledge of a range of authors, and to appreciate our rich and varied literary heritage. We want children to be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We have the expectation that all children will attain or exceed expected standards. 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 taught in school through good quality texts.

### Implementation

We follow the National Curriculum guidelines on the teaching and learning of Reading.

#### **Teaching of Phonics**

We use the same synthetic phonics programme, Jolly Phonics, from Reception to Year 2 to teach phonics and graphic knowledge (common exception words and tricky words) as it offers precise structure, which builds on children's previous knowledge. We supplement this scheme with the Discovery Education phonics videos and interactive games.

Using this programme, we are confident that:

- grapheme/phoneme (letter/sound) correspondences are taught in a clearly defined, incremental sequence;
- we introduce children very early on to a defined initial group of consonants and vowels, enabling them to read and spell as soon as possible many simple CVC words;
- children are taught the highly important skill of blending phonemes, in order, all through a word to read it;
- children are taught to apply the skills of segmenting words into their constituent phonemes to spell; blending and segmenting are reversible processes.

- Multi-sensory activities used are interesting and engaging but firmly focused on intensifying the learning associated with its phonic goal

The programme starts almost immediately as children enter Reception, from the second week of starting Colby School. Children in EYFS and KS1 have 5x weekly phonics session lasting for an average of up to 20 minutes. However, the teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout day. The pace of the programme is rapid; adding a new phoneme or grapheme each day in the initial phase.

#### **Reading books in Reception to Year 2 are:**

- matched to phonic knowledge and do not require use of alternative strategies e.g. whole-word recognition and / or cues from context, grammar, or pictures.
- are closely matched to the programme used;
- are fully decodable at child's current level and do not simply practise phoneme(s) most recently taught
- are not mixed with non-decodable books for independent reading practice
- include a controlled, small number of 'tricky words' the decoding of which has been specifically taught
- are continued in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes.

#### **Reading books in KS2 are**

- in Year 3/4 banded to match their reading level until children are ready to transition to 'free reading'
- organised into early chapter books in the school library once children are ready to begin exploring reading texts of their choice
- Year 5/6 children choose books to read from the school library

#### **Developing the Love of Reading**

The following strategies are used to encourage reading and to develop the love of reading in our school:

- Story Time: Story time takes place every day in Reception and KS1. Story Time continues to take place throughout Key Stage 2, 3x per week. Each teacher selects high quality texts, which are often the texts that are being studied.
- School Library: The children take home library books once a week to share at home and are encouraged to read widely across both fiction and non-fiction.
- Competitions.
- Buddy reading.
- Regular reading by KS2 pupils to Reception and KS1 pupils.

### **Choosing Texts to Study**

From Reception to Year 6 children will have access to five types of texts in order to navigate reading with confidence. ('Reading Reconsidered', Doug Lemov). They are;

- Archaic language
- Non-linear time sequences
- Narratively complex
- Figurative/symbolic text
- Resistant text

Parents will be advised as to the texts the class is working on and their place and function within the list above.

### **Reading Comprehension (and Responding to Texts):**

We ensure children of all ages learn comprehension strategies and are able to respond to texts.

Children hear, share and discuss a range of high quality texts through our whole class Literacy teaching, in terms of both fiction and non-fiction. Genres are monitored across Key Stage 1 and 2 to ensure progression and breadth of coverage. Genres are linked to writing intent for the term.

Explicit teaching of reading comprehension takes place as part of the Literacy teaching sequence.

We ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

- Vocabulary (and grammar – linguistic knowledge)
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising / Sequencing

The level of challenge increases throughout the year groups through the complexity of texts being read.

### **Guided Reading**

Children in all year groups from Reception to Year 6 work together in small groups with others at a similar level of reading attainment. Under the guidance of a Teaching Assistant or Class Teacher, the group will use the same text to focus on an area of reading skill. The focus of each session is set to meet the needs of the children in that group.

## **Support**

We identify children who need support early by assessing their phonic learning half-termly in KS1. Those who are not meeting Age Related Expectations receive extra support in small groups using fun interactive activities and games. Some children may need to be placed on the SEN Register for extra support if they have a notable barrier to learning, such as language processing difficulties, or display dyslexic tendencies.

We run intervention reading groups from Yr2 onwards.

Reading interventions focus on:

- Word reading for children who have difficulty decoding;

And / or

- Reading comprehension for those children who can decode fluently but do not understand what they are reading.
- Children who have complex needs are given the opportunity to consolidate their phonics.

All programmes are rigorous and systematic with the intention that these children catch up rapidly with their peers.

## **Parental involvement**

Parents of Reception pupils are invited to attend a phonics/reading meeting in September within 4 weeks of their child starting school.

Through this, parents understand how to work appropriately (and differently) with decodable books and with shared 'real' books. Reading regularly at home is strongly promoted; children will be encouraged to read 5 times per week at home. Parents will need to sign the diaries to show that they are aware of their child's reading.

There is also information on our website with tips on supporting and encouraging reading for pleasure at home.

Parents and Governors are welcomed into school as volunteers to hear children read individually.

## **Impact**



### **Early Reading Impact:**

The expectation is that 90% or more children will pass the Year 1 Phonics Test.

The expectation is that all children will be fluent readers having secured word recognition skills by the end of KS1.

By the end of Year 2 we expect our children to be skilled at word reading to ensure:

- the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation;

- the speedy recognition of familiar printed words; read books at an age appropriate interest level, accurately and at a reasonable speaking pace;
- books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words;
- most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

Decoding fluently and accurately by the end of Year 2 means that no further direct teaching of word reading skills (with the exception of vocabulary development) should be needed for the majority of children.

**By the end of LKS2 (Year 4) we expect our children to:**

- have decoding skills that are secure and hence vocabulary is developing;
- be independent, fluent and enthusiastic readers who read widely and frequently;
- be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently;
- be developing their knowledge and skills in reading non-fiction about a wide range of subjects;
- be able to justify their views independently about what they have read.

**By the end of Year 6 we expect our children to:**

- read sufficiently fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school;
- attain or exceed Age Related Expectations in the Year 6 Reading National Test.

**In addition we expect our children to:**

- have a love of reading that feeds the imagination;
- read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live;
- have a developed vocabulary beyond that used in everyday speech;
- understand nuances in vocabulary choice;
- understand age-appropriate, academic vocabulary.