

Intent

At Preston Primary School, we put reading at the heart of our curriculum. This is because we recognise that reading is the gateway to learning and so much more. Our overarching aim is to equip all children with the tools to tackle unfamiliar vocabulary and for every child to leave our school seeing themselves as a reader: fluent, reading for pleasure and purpose, with confidence and enthusiasm. We strive to provide excellent and frequent learning opportunities for reading, not just in reading lessons, but across the curriculum.

This will be achieved through:

- Daily systematic and synthetic phonics lessons, following the *Little Wandle Letters and Sounds Revised* programme.
- Reading practice sessions, following the *Little Wandle Letters and Sounds Revised* programme.
- *Book Talk* sessions, using the *Reading Rainbow*
- Whole class reading lessons
- Daily class story times
- Regular visits to the library and independent reading time
- Home reading
- Teaching English through the use of high quality texts
- Reading in other subjects wherever possible

Implementation

Phonics and Early reading

We teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [*Little Wandle Letters and Sounds Revised progression*](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Preston, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [*Little Wandle Letters and Sounds Revised expectations of progress*](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- We give children regular opportunities to practise and apply their learning, both inside and outside the classroom.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week and through *Book Talk* sessions twice a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
 - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.
- Children will also be given a colour banded book to read at home towards the end of the week. Teachers will write in children's reading diaries the reading skills and strategies that have been focused on in school for children to practise at home when reading with parents. This book will not always be read to an adult in school, as the children will be doing *Book Talk* sessions on Thursdays and Fridays.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and Headteacher use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Reception and Year 1 weekly timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics	Revisit and review previously taught GPCs Teach and practise new GPC Practise and apply new GPC	Revisit and review previously taught GPCs Teach and practise new GPC Practise and apply new GPC	Revisit and review previously taught GPCs Teach and practise new GPC Practise and apply new GPC	Revisit and review previously taught GPCs Teach and practise new GPC Practise and apply new GPC	Review GPCs from the week
Reading	Practice session 1: Decoding Focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words. Teacher reads book to children and follows Little Wandle plans for reading (recapping sounds)	Practice session 2: Prosody Opportunity to read the book again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning.	Practice session 3: Comprehension The children should now be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up to focus on comprehension.	Book Talk: Conversational session focussing on reading for meaning, listening and talking about books.	Book Talk: Conversational session focussing on reading for meaning, listening and talking about books.
Home reading		Children will take this practice book home.		Children will take home another book to practise if they wish.	

The last week of every half term is used to assess the children.

During the Reading Practice sessions, we use the *Little Wandle* reading recording sheet to record and track progress.

Year 2

Teaching reading: Reading practice sessions

- We teach Year 2 children to read through reading practice sessions three times a week and *Book Talk* sessions twice a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books and texts matched to the children's reading abilities.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading session has a clear focus, so that the demands of the session do not overload the children's working memory. The objectives for these sessions are taken from the *National Curriculum*. The reading sessions have been designed to focus on the following key reading skills:
 - Fluency: teaching children to read with accuracy, automaticity and prosody (expression, stress and intonation).
 - comprehension: teaching children to understand the text.
- As children's reading fluency increases, the amount of fluency practice decreases.

Home reading

- Children will be given a colour banded book to read at home. Teachers will write in children's reading diaries the reading skills and strategies that have been focused on in school for children to practise at home when reading with parents. This book will not always be read to an adult in school.
- Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.

Year 2 Weekly timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Practice session 1: Fluency practice. The teacher begins by reading the text aloud, modelling fluent reading. Any unfamiliar vocabulary and concepts are discussed during this time. The children then read the text aloud to the teacher, partner or group to practice fluency. The	Practice session 2: Fluency practice and/or comprehension Children have the opportunity to read the text again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean	Practice session 3: Comprehension Children have the opportunity to read the text again, however, this session and focuses on discussion and related questions for the children to answer.	Book Talk: Conversational session focussing on reading for meaning, listening and talking about books.	Book Talk Conversational session focussing on reading for meaning, listening and talking about books.

	children read repeatedly at least three times during the week, aiming for greater fluency each time.	and how punctuation adds to the meaning.			
		Children will receive a new colour banded book to take home today.		Children will receive a new colour banded book to take home today.	

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- In Year 2, we continue to teach reading using the same programme and the same practice lessons for any children who still need to practise reading with decodable books.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Teaching Reading in Key Stage 2

Reading in Key Stage 2 is taught daily, following a whole class reading lesson structure and using *Book Talk*.

Teaching reading: Whole class reading lessons

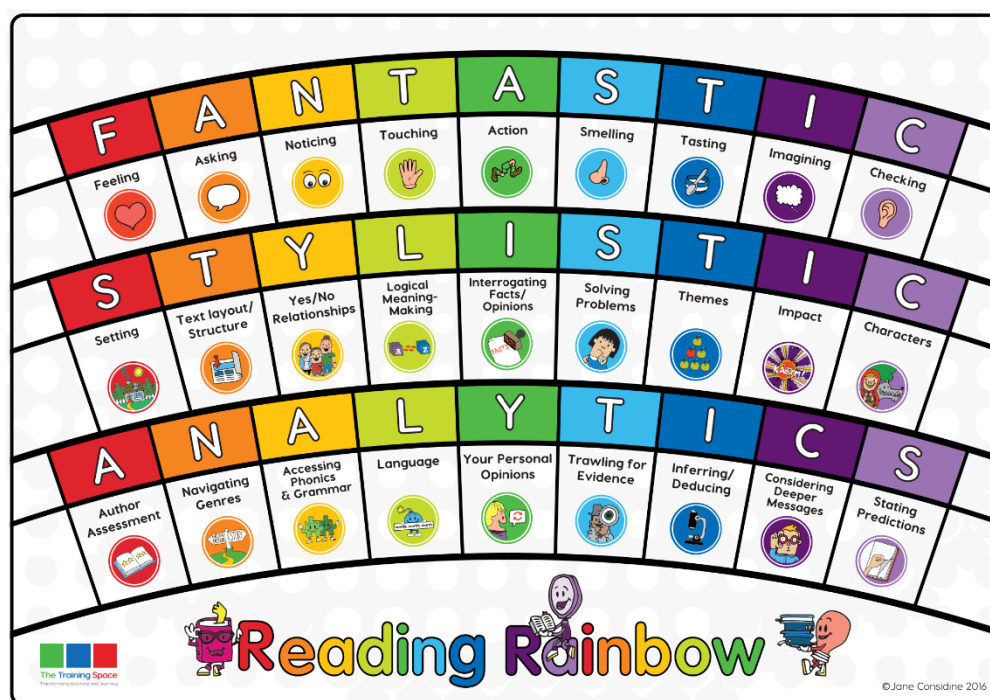
- Each reading session has a clear objective, taken from *HfL's Planning Platforms*, which is developed from the *National Curriculum*. The reading sessions have been designed to focus on two key reading skills:
 - Fluency: teaching children to read with accuracy, automaticity and prosody (expression, stress and intonation).
 - comprehension: teaching children to understand the text.
- The reading sessions take the following structure:
 1. The teacher begins by reading the text aloud, modelling fluent reading. Any unfamiliar vocabulary and concepts are discussed during this time.

2. The teacher then shares the objective of the session and children then read the text aloud to the teacher, partner or group. The children repeatedly read the text at least three times, aiming for greater fluency each time.
3. The lesson ends with a discussion and/or task based on the text's contents, linked to the The Reading Rainbow.
 - As children's reading fluency increases, the amount of fluency practice decreases. Therefore, in Year 5 and 6, lessons take a more 'close reading' approach. This involves sustained, detailed analysis of a text and focuses on development of word knowledge, background knowledge and text knowledge through deep discussion.

Teaching Reading: *Book Talk*

Book Talk is a systematic way to teach reading strategies. It follows a conversational approach, focusing on reading for meaning, listening and talking about books.

- Lower Key Stage 2 pupils will receive a thirty-minute *Book Talk* session three times over two weeks. Upper Key Stage 2 pupils will receive a thirty-minute *Book Talk* session twice a week. This means that every child will intensively work with the class teacher for a 'guided read' once every two weeks and the teacher can listen to every child read.
- Guiding principles of *Book Talk*:
 - Pupils are organised into reading attainment groups and share a set of the 'same' books pitched at their level with appropriate challenge.
 - All pupils in the classroom will be accessing narrative, non-fiction or poetry at the same time.
 - The session is layered with open-ended whole class questions to tackle the three layers of the reading rainbow:



- A hallmark of the session is on developing reading for meaning and oral comprehension techniques.
- Book Talk is structured with three reasons to read. The reasons to read are taken from 'The Reading Rainbow'. One reason is taken from the top layer of the rainbow under FANTASTIC (the ideas of reading and writing). The second reason is taken from the STYLISTIC layer (how we understand what we are reading). The third reason is taken from the ANALYTICS layer (the skills needed to read and understand a text). These are introduced to the pupils in chunks and it is through these generic lenses they think and discuss their reading material.

- The sessions operate like conversations about books and 'hands up' is not used so there is a natural flow of talk about what they are reading.
- During these sessions the pleasure principle of reading is fostered and highly engaging 'real' books are used in favour of phonic based books to heighten engagement and excitement.
- 'Book Talk' is sharply focused on reading for meaning, listening to friends read and talking about books.
- During these sessions pupils could be 'reading around the group', reading in pairs or reading to themselves and the teacher will direct them in these different organisational ways.
- Children will be assessed using attainment scores on a scale, using a, 'Book Talk Observation record'

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- In Year 3 and 4, we continue to teach reading using the same programme and the same practice lessons for any children who still need to practise reading with decodable books.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- In Years 5 and 6, children read a text matched to their ability to an adult daily, following sessions that have been designed to close any gaps the child has. This is to ensure children quickly catch up to age-related expectations in reading.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Preston Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them and refresh them often, to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception to Year 2 have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to share opinions of books, make recommendations to friends and keep a list of the books/authors that they have read.

- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events, such as buddy reading, book fairs, author workshops and to share their reading through discussion, reading scrapbooks and displays for the library.
- Children are encouraged to talk about books and recommend books to their friends. Each class has a shelf in the library to put recommended books for others.
- We use the Everybody read! resources to grow our teachers' knowledge of current books, the most recent research and to grow our own Reading for Pleasure practice.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing Keep-up support
 - weekly in Review lessons to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** for Reception and Year 1 is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
 - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
 - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
- A **placement assessment** is used:
 - with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- The **Rapid Catch-up assessment** is used
 - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
- Children in Year 6 will sit a reading SATs test.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
 - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
 - the Rapid Catch-up summative assessments to assess progress and inform teaching
 - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Assessment using age-related texts

- Children in Year 2 to 6 are assessed termly using HfL's reading Teacher Assessment Frameworks and use age related texts to do so.