

Reading at Eversley

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



Teaching children to read opens up a world of possibilities for them. It builds their capacity for creative and critical thinking, expands their knowledge base, and develops their ability to respond with empathy and compassion to others. (International Literacy Association, 2018)

At Eversley Primary School we recognise the importance of reading as a life skill that will open many doors for our pupils. We understand the significant role played by parents, teachers and support staff in supporting children to read with enjoyment, fluency and deep understanding.

During EYFS at Eversley

From Reception upwards, we use a programme based on Read, Write Inc. (Read, Write, Inc.) to teach phonics. This is an inclusive Literacy programme for all children in Reception, Year 1 and Year 2 learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. *Please see the Phonics Intention.*

In Reception classes, we focus on engaging children in a love of books by using quality texts as a central theme in the classrooms and by sharing stories with them throughout the day. In Reception, quality books continue to provide the central theme for planning. Children read weekly in groups with an adult, once they are settled. Staff also hear children read on a one-to-one basis where this is needed.

In the spring term, we introduce ability grouped phonics teaching to Reception groups mixed across the Reception and KS1 phase to ensure an ambitious reading curriculum for all. Children learning their phonics will have decodable books for independent and home-reading and, wherever possible, in class.

During Key Stage 1 at Eversley

In Year 1, we continue teaching phonics daily in classes, using Read Write Inc. We aim that all children meet the threshold of the Phonics Screening Check. *Please see the phonics Intention.*

Children in Year 1 are in ability groups for their reading sessions 4 times a week and use the Read, Write Inc. books. Once children have completed RWI Grey Level, they move to a comprehension group where they focus on keys skills, such as text retrieval and supporting answers with evidence from the text.

Once children are able to decode fluently they progress from Read Write Inc. sessions to Whole Class Reading sessions. These are 4 x weekly 20-30-minute sessions in which they are taught a very specific strategy or strand of reading e.g. retrieval or prediction. This session is 'whole-class' with a short follow-up activity. The 5th day is used to hear groups or individual children read. We also teach reading and comprehension strategies during English lessons. As children learn about each genre, they will deconstruct texts, learn new vocabulary and discuss inference etc.

All book bags are changed with individual readers throughout the week for all children. Children learning their phonics using Read Write Inc. will have decodable books for home reading. In addition to the story book they have read at school, they will also take home a RWI 'book bag book' to further support their reading.

Parents and carers have a vital role in supporting reading and developing children's love of books. Once children have completed RWI Grey Level, which may be when they are in Year 1 or Year 2, they will begin to take home banded books (we use a variety of different schemes). Banded books are also used for the transition from Year 2 to Year 3 and the children's progress through the bands in Lower Key Stage 2 is closely monitored by the class teacher. Once children are able to read the higher level banded books fluently and with a good level of comprehension, they become 'free readers'.

During Key Stage 2 at Eversley

The Read, Write, Inc programme continues to be taught in KS2 for those children not at Phase 5; this is as an intervention. As in KS1, these children will have decodable books for independent and home reading.

Once children are fluent readers, our approach to the teaching of reading in KS2, like in year 2, is to embed many of the reading and comprehension strategies into the English lesson. In addition to this, children have 3 x weekly 30- minute sessions in which they are taught a very specific strategy or strand of reading e.g. skim-reading, scanning, inference and deduction. This session is 'whole-class' with a short follow-up activity and may end with children reading their current reading book for 10 minutes. We use a range of materials to support these sessions and training takes place both externally and internally.

Story time takes place at least 3 times a week for a minimum of 10 minutes. This is a really special time and helps pupils to develop reading for pleasure. Pupils will sometimes be involved in the selection of texts and a variety of different genres will be read across the year. As well as the regular teacher modelling in whole class reading sessions, story time provides additional opportunities for teachers to model reading skills such as the appropriate use of expressions and intonation.

"Free readers" will choose books of interest from the class reading area and/or read books from home. All children are encouraged to take home books from their class reading area to share with at home. These books can be changed as often as required. Children are free to choose any book to read for pleasure from their reading area or the library- they are "Free readers".

The books in our class reading areas and school library have been categorised using the Accelerated Reader "banding" system. This is not a linear banded reading system that children will progress through in KS2. The colour coding of our free reader books supports our teachers in their professional judgements to ensure that children are provided with at least one book that is both age appropriate and challenging. The colours show a suggested "Zone of Proximal Development" (ZPD). The ZPD is the readability range within which pupils should read to best develop their reading independently, while avoiding frustration.

<p>Planning</p> <ul style="list-style-type: none"> • The school’s Reading “I-can” statements based on the National Curriculum shows the scope and sequence of reading skills to be covered from the acquisition of early reading skills through to provision for competent readers. • There is a medium term plan for each unit of work • Plans for reading sessions and interventions are annotated and adapted to show how less able and those new to English will access the content. • Our most able children are planned for so that they can deepen knowledge and skills. 	<p>Teaching</p> <ul style="list-style-type: none"> • Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired reading, guided and independent reading and whole-class learning. • Teachers are expected to have a regular ‘read-aloud’ session with their class, reading a specially selected range of modern and classic books (5 plagues of a reader). • Whole class reading sessions progress from KS1 where there is a strong comprehension strategy & fluency focus to KS2 where comprehension strategies are still practised but with a greater focus on the discussion of underlying content and themes in texts • Using reading to develop vocabulary is explicitly taught using direct instruction strategies across the curriculum. Explicit teaching of vocabulary is built into English lessons for both reading and writing. • Children receive a Reading Log, in which they record their school and home reading. Reading Logs are monitored regularly by staff.
<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback • Written feedback 	
<p>Assessment</p> <p>Formative:</p> <ul style="list-style-type: none"> • AFL is used within each lesson to establish next steps for pupils. • Reading comprehension strategies assessment is built into comprehension activities in class. <p>Summative:</p> <ul style="list-style-type: none"> • All children in EYFS undergo baseline assessment for Reading skills • In Year 1, children undergo statutory Phonics Screening (which is repeated in Year 2 for those not meeting expected standards) • In Year 2, children take the statutory Reading Tests. • Read, Write, Inc assessments are used regularly to inform groupings • All children have annual reading and comprehension tests in the Summer term • All children in KS2 are tested using Rising Stars reading tests each term to inform teacher assessment for reading • In addition to this the children’s reading age in KS2 is assessed as a baseline for the new school year and in the Spring Term again to inform intervention groupings and provide a ZPD guide for their choice of one “free reader” book <p>EYFS:</p> <ul style="list-style-type: none"> • Teachers and key workers make observations regarding the pupils’ development in this subject. 	<p>Resourcing and display</p> <ul style="list-style-type: none"> • Because Reading is such a fundamental part of learning, the school has invested in a very wide variety and number of books, these are used alongside supporting materials to develop reading skills and provide opportunities for reading for both learning and pleasure. • Class Reading Areas & Library: All classrooms have a well-stocked class reading area from which children can borrow books to read in class and at home. These are maintained to encourage children to engage with; reading for pleasure and recommended books. There is a whole school library from which children can borrow books of their choice. In KS2 we are developing a Reading Club Zone where children read for pleasure at break & lunchtimes. • Phased Reading Books: Where appropriate classrooms have stocks of collections of books that are phased to meet the needs of readers who are still developing their skills, fluency and confidence. In addition, both key stages have a range of decodable books linked to Read, Write, Inc for the children to read in school and at home. • Working wall: Displays in all subjects are focussed on language acquisition across the curriculum and support the acquisition of reading skills and vocabulary. The English working wall makes clear the connection between reading and writing outcomes in our English curriculum. • Reading Events & book clubs take place regularly for the whole school so that the children can enjoy reading in a variety of ways; - supported one-to-one with adults - ‘book groups’ - listening to their ‘read aloud’ book - events with paired classes and parents - Reading outdoors, indoors and throughout the school etc. The school enjoys events such as Book Week, World Book Day and Readathons on a regular basis. Parents are encouraged to attend regular workshops to gain advice and ideas for supporting their children’s reading at home.
<p>Monitoring</p> <p>Monitoring is undertaken by the subject leader and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> • learning walks during English, reading-specific lessons. • scrutiny of English books and Reading Logs. • reading with pupils and discussions about what they have read and enjoyed. • regular reviews by SLT and external Improvement partners. 	