



## **READING STRATEGY**

### Reading intention

At Croft Primary School, we aim to create successful, fluent readers who will monitor their understanding of what they are reading, review the text when something does not make sense and, most importantly, love the art of reading. More than this, we want pupils to leave our school with a genuine love of reading that will stay with them their entire life. Throughout each over-arching theme, each class will use a key text to use across a variety of lessons to enhance their learning. During reading lessons, pupils are explicitly taught strands including vocabulary recognition/understanding, inference, retrieval, summarising, prediction and activating prior knowledge. The pupils use these strands to check how well they comprehend what they have read and overcome barriers to comprehension. These are adapted and scaffolded so that pupils build on their knowledge in each strand over time.

### Phonics

#### **INTRODUCTION**

Phonics is taught through Key Stage 1 using the Read Write Inc. scheme, which ensures systematic coverage and progression. Children start phonics when they join in Pre-School and progress their learning once progressing to EYFS. In both Early Years and Key Stage 1, children are taught in smaller groups daily, led either by the class teacher or by trained learning support staff. The children are assessed half termly by the phonics lead and phonics teachers to ensure that they are in the appropriate group for supporting and extending their individual needs based on pupil knowledge and next steps. Year 1 children take part in statutory Phonics Screening during the summer term, and parents are informed of their child's achievement at the end of the school year. Some children may continue with Read Write Inc Phonics into Year 2 or 3 if appropriate.

#### **PHONICS ASSESSMENT**

Children are assessed half termly by the Reading Leader or phonics teacher to ensure that they are on track. All children who are still on the Read Write Inc phonics scheme are assessed every half term by the reading lead (EYFS-Year 3). These assessments are used to plan any necessary interventions in order for children to catch up. All children in Year 1 (and any Year 2 pupils who have not passed) will participate in the Statutory Phonics Screening Check at the end of Year 1.

#### **INTERVENTIONS**

Phonics Interventions are used to ensure that children are not left behind. These take different forms:

Whole Class Daily Revisits – Based on the premise of 'every second counts', class teachers will use different parts of the day (when lining up, before break, etc) to revisit previous sounds.

## **PHONICS READING BOOKS**

Children who are currently learning Phonics, through the Read Write Inc scheme, are given at least two phonics texts each week to take home to practise their reading. These will be one text that is matched to the sound they are learning that week in their phonics lessons as well as a text that focuses on a previously learnt sound. Parents are encouraged to listen to their child read these texts at home to strengthen learning.

## **PHONICS HOME-SCHOOL PARTNERSHIP**

We recognise the importance of parent support in the teaching of phonics, but also recognise that many parents will not have the knowledge and confidence to deliver phonics independently. Therefore, we try and remedy this by:

- Parents Evening discussions x2 per year where Phonics and Reading will be at the heart of the conversation.
- Use of class drop ins for parents to see what their child has been working on in class
- Use of questionnaires to enable parents to have a voice
- Use of DoJo for parent questions and queries relating to Phonics.
- Phonic videos with targeted sounds that have been taught are sent home via Class DoJo.

## **Whole class reading**

### **THE APPROACH**

From Year 1 through to Year 6, pupils have a weekly 1 hour reading lesson as a whole class. These lessons:

- Are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion.
- Include a range of activities – not all of which must have a written outcome – that enable pupils to develop skills associated with being good readers (VIPERS). The benefits of this approach are that pupils are regularly immersed in high-quality children's literature across different genres. Moreover, pupils will improve speaking and listening skills with a focus on being orally literate. Alongside this, pupils develop comprehension skills using VIPERS where progression is planned through each year group. Because of the style of the approach, more time is given to modelling skills rather than just assessing ability.

### **HOW DOES IT WORK?**

As a school we use VIPERS to aid our planning for our Whole Class Reading sessions. All texts are at a level beyond that at which the children can read independently. The LO and VIPERS focus for the session is the same for all pupils in the group. Pupils will have access to the same activities and levels of questioning, but teaching will be adapted depending on pupil needs. The teacher reads the text to the class, modelling fluency, intonation and comprehension. The teacher plans and uses skilful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text. Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by themselves. Activities do not always need a written outcome, for example you may use drama to help children explore a character through role play, debates or freeze frames.

## Parent support in reading

Research shows the importance of early reading in the development of children and the link between this and academic success and we recognise that to maximise this we need a strong relationship with our parents in regards reading.

### **PARENT'S EVENING**

Parents are invited into school for a discussion with their child's class teacher twice a year. Reading will lead this discussion. Pupil progress in school will be discussed and parent's will be asked about engagement with reading at home. If appropriate, teachers will discuss the amount of reading that is being completed at home and offer support about how school can help should this be below what is needed. Parents will also be informed about their child's current level of attainment and the amount of progress made since the start of the academic year. A target will be set for reading along with some steps to be completed at home to ensure that the child is successful with this target for children in Years 1 to 6.

### **WEEKLY READING AT HOME**

We ask our children to read a minimum of 3 times a week at home to an adult, and have their reading diary signed with the book they read, the pages and a parent comment if appropriate. However, we actively push for as much reading to be done at home and stress that 3 is only the MINIMUM! Parents of any child not engaging with reading at home according to the lack of signatures in their diaries receive a check-in from the Class Teacher in a supportive manner. They are asked if there is anything school can do to help them be successful. These children are then monitored over the next half term by the Class Teacher, and, if appropriate, targeted for interventions. If this lack of reading continues to persist, Class Teachers will then refer it to the English Lead.

In Year 5 and 6 children complete book reviews and take part in classroom discussions about what they have read at home.

### **READING BOOKS SENT HOME**

Ensuring that children have access to high-quality texts at their level is vital for their reading to improve. EYFS/Key Stage 1 - We ensure that all children who have not passed their Phonics Screening have a phonics book that links to the current sound they are learning, plus a previously learnt sound that they take home each week. Children in Year 2 who have passed their Phonics Screening will have a reading book that links to their current reading level. Key Stage 2 – Children in KS2 who have passed their Phonics Screening will have a reading book that links to their current reading level. All children have the opportunity to take an extra book home from our Library that they can share with parents at home and have the Library Van once a month to choose a book to take home and can then read this book to or with their parents. The colour bands that the children are on is based on their 2Eskimo assessment completed with the English Lead. These bands will change over the course of Key Stage 1/2 as the children's reading abilities advance.

### **HOMEWORK**

Reading will be set every week for Years 1 to 6 and will focus on comprehension tasks to reinforce learning within school. As previously mentioned, Phonics videos are sent out for children in EYFS and KS1 (and any other children who are still under the RWI scheme).

## Assessment

### **HEADSTART ASSESSMENTS**

Year 1, 2, 3, 4 and 5 complete assessments using the HeadStart testing materials once a term for Reading. These tests are conducted in a supportive style so that children can achieve the best they can. This might include smaller groups, small breaks throughout and adult scribing where appropriate. Once these are completed, Class Teachers then complete Question-Level Analysis for each child to identify individual gaps in knowledge as well as more broader class trends. This then informs whole class teaching for the subsequent term as well as individual interventions for children.

### **SATS ASSESSMENTS**

All children in Year 6 will complete the Statutory Assessments in Summer term in accordance with the Department of Education. This then gives the school data to track progress and overall attainment. To familiarise children with this process and to give year 6 Class Teachers an accurate picture of current attainment, children will complete past SATs papers throughout Year 6. Like HeadStart, once these are completed, Class Teachers then complete Question-Level Analysis for each child to identify individual gaps in knowledge as well as more broader class trends. This then informs whole class teaching for the subsequent term as well as individual interventions for children.

### **2ESKIMO READING ASSESSMENTS**

These assessments are designed to ensure that all children who have completed the Read Write Inc programme of study are reading the correct level of reading book based on their reading fluency and word recognition. They are carried out every term with the English Lead with most children and more regularly with targeted children. Based on the results of these assessments, children are then given a certain colour book band and can choose a text within this range.

### **PHONICS ASSESSMENTS**

Please see Phonics sub-section.

## Interventions

At Croft, interventions are often used as a focused teaching session, which is a deviation away from existing teaching practice. Interventions in schools can be one-to-one or delivered as a group. Some interventions are ad-hoc depending on what has been observed during a lesson and may only last for a single intervention session. Others may be longer term with a particular focus. Interventions are targeted at particular children and these may change over time depending on a number of factors.

### **IF PHONICS THRESHOLD HAS NOT BEEN MET:**

#### **PHONICS INTERVENTIONS**

This intervention operates as either an individual or a small group if there is more than one child at a particular level. This intervention is delivered by a staff member who has been trained in RWI. The sessions are delivered using the RWI structure and focuses on revising sounds that children are not secure in. After each session, each child will take home a phonic text linked to the current grapheme and one other phonic book of a sound already known.

#### **1 - 1 READING**

Children will be listened to read each week by either the Class Teacher, an LSA/HLTA or a mixture of both. The children will read their school book which has been set based on their current phonics sound. As part of this intervention, children will be questioned and given chances to discuss the book

they are reading. The adult completing this intervention will acknowledge this intervention via a note in the child's home-school reading diary.

### **IF PHONICS THRESHOLD HAS BEEN MET: PRECISION TEACHING – COMMON EXCEPTION WORDS**

This intervention is delivered by a LSA or HLTA and focuses on teaching children the common exception words for their year group. It is designed to be roughly five minutes in length and is completed daily, usually on an individual basis. 1 - 1 READING Children will be listened to read at least three times a week by either the Class Teacher, an LSA/HLTA or a mixture of both. The children will read their school book which has been set in accordance with 2Eskimo reading assessments. As part of this intervention, children will be questioned and given chances to discuss the book they are reading. The adult completing this intervention will acknowledge this intervention via a note in the child's home-school reading diary.

## **Reading across the curriculum**

### **CLASS TEXTS THEMED AROUND TERMLY TOPICS**

We have been very fortunate to have been gifted books based on our class theme driver for each new topic from the PTA. These books are easily accessible for children to read and look at throughout the day and they are given many opportunities to do so. The class Teacher will choose one or more of these texts to use as a Literacy driver to support the teaching and learning of reading and writing.

### **BLACK HISTORY MONTH**

Since 2021, Black History has become part of our school curriculum. Each October, we have a Black History Day and use significant black authors, poets and writers as our theme in class. This allows children to experience these authors and broadens their own knowledge, understanding and interest in authors from cultures away from their own.

### **SCHOOL LIBRARY**

We are very fortunate to have a space for our school library, which has thousands of books in it at various levels. We aim to restock and continually update each year through purchases made by the school and through kind donations from parents and publishers. All children have access to the library with class staff and will change their Library books weekly.

We are also very fortunate to have the Library Van visit the school monthly, where the children will choose a new book each time to go home with.

### **READING DISPLAYS**

Reading displays feature in each classroom from EYFS to Year 6. Many classrooms feature the books the class have read, what they are currently reading (this may be displayed on the classroom door), VIPERS displays and other exciting ways to get children engaged in different texts.

### **WORLD BOOK DAY**

Each year, we ensure that we celebrate our love of reading on World Book Day. Teachers plan different reading themed activities, teachers share their favourite stories with the children and the children can dress up as their favourite book characters if they choose. It is our belief that reading should be celebrated every day, but it is nice to have one day dedicated to the joy of reading as well.

### **SCHOLASTIC BOOK FAIR**

Each year, we host a book fair where children have the opportunity to buy from a selection of books from the publisher Scholastic. The added benefit of this is that the school also receives a proportion of the money spent which we use towards buying books for our school library.

### **THEATRE PERFORMANCES**

All children have the opportunity to experience theatre performances. In previous years these have consisted of companies coming to visit us at school as well as taking all children in school to the Theatre in Loughborough.