

Reading at Henshaw Primary School - Intent, Implementation and Impact

Reading Intent

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It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education.

We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material and this is evident through all aspects of the curriculum.

At Henshaw Primary School it is our intent to ensure children will:

- **be good communicators** we provide opportunities for children to share their love of reading by reading aloud in class and assemblies. Children also share their enjoyment of a text by discussing it with others. Guided Reading sessions
- **be enthusiastic, lifelong learners** we develop in pupils a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives. We explicitly teach reading skills throughout the school to continually develop children's understanding and enjoyment of texts.
- **understand how to keep themselves safe and be respectful in their communities** we expose the children to challenging concepts, different cultures and ways of life through the books they study: teaching them to value and celebrate diversity in culture and language.
- **develop their God given talents** to use what they have learnt as readers to influence their writers and orators we foster in pupils the confidence,

desire and ability to express their views and opinions both orally and in writing.

be independent, resilient learners who enjoy challenges we expose children to a range of challenging texts (age appropriate) and develop their ability to increase their fluency and confidence in reading

Reading Implementation

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught, using the Read, Write, Inc. programme, daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1.

All EYFS, KS1 and KS2 staff (teachers and TAs) have been trained to teach and plan these sessions. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in ability-group format from the second week of Autumn Term.

Timely intervention is planned for those children who are working below expected levels as soon as needs are identified. (Fresh Start Phonics, 1:1 or small group phonics tutoring, Literacy Box)

In EYFS and KS1 we hold Reading and Phonics workshops to support parental knowledge and understanding.

Once children are confidently reading and have finished the Read, Write, Inc. phonics programme, they move on to the Big Cat reader programme. This generally happens when pupils are in Year 2.

The school ensures all texts are accurately matched to pupil ability by:

- ensuring children in Reception and KS1 children are assessed using the Read, Write, Inc entry assessment and follow the reading books which is matched to the phonics teaching they receive
- From Spring Term in Year 2 children will move to the Big Cat Reading series which changes the focus from learning to read to reading to learn.
- In KS2 children continue the Read, Write, Inc or Big Cat Reading series.

The reading lead and class teacher has the responsibility to ensure progression and challenge in the reading materials selected for all children. All children from Year 2 - Year 6 complete termly reading assessments using the NFER resources.

All teachers analyse the outcomes of the Read Write Inc or NFER assessments to identify which reading domains children need to targeted with and to inform future Guided Reading planning. Class texts are carefully selected by the class teacher with the knowledge of how they link to other areas of the curriculum.

All children from Year 1 take part in Guided Reading. In Year 1 this is through story book teaching of the Read, Write, Inc programme. When the Read Write Inc programme is finished, teachers use Guided Reading to introduce pupils to a range of genres and to teach a range of techniques which enable children to comprehend the meaning of what they read. We use the acronym VIPERS to ensure Guided Reading sessions focus on one of the reading domains.

Any children not making the expected progress have 1:1 or small group intervention using bespoke packages.

Reading Impact

At Henshaw Primary School all pupils are entitled to access RWI resources and teachings at a level appropriate to their needs arising from race, gender, ability or disability. This begins on entry to Reception.

As a result of high quality phonics provision, children make good progress from their starting points. The vast majority are ready for the next stage in their education as they transfer through Early Years, Key Stage 1 and into Key Stage 2. Many children make accelerate progress during these years from baseline at or below ARE to meeting expectations in phonics, reading and writing.

We firmly believe that reading is the key to all learning and so the impact of our phonics and reading curriculum goes beyond the results of the statutory assessments and can be seen in success across the curriculum as children progress through school. We measure the impact of our curriculum through the following methods:

In Class Feedback

We understand that feedback is linked to progress and has to be timely to make an impact. In class feedback is used to support teacher's workload, ensure it is as immediate and timely and specific as possible, and leaves the teacher time to focus on individual identified needs. (see our Feedback policy)

Corrective Teaching/Summative Assessment

When a pupil has not met the learning objective there is timely support so they are able to continue on the learning journey with their peers. Teachers adapt

their planning for the next lesson to ensure there is time to address these misconceptions. It may be addressed in the next lesson, by a Teaching Assistant, in small groups in the lesson or by time to 'think pink' and correct/amend the work. The misconceptions may also be addressed through in class marking, conferencing, verbal feedback or with the use of mini plenaries. Gaps in RWI assessments are shared with phonics teachers and re-capped as necessary.

Teaching Assistants and Interventions

When we identify need, the Teaching Assistants deliver short, focused, interventions in RWI or other focussed interventions (such as Fresh Start or Literacy Box). These are either 1:1 or small groups. The interventions are repeated over a week, either, daily or a specified number of times per week. The interventions are specific to the need and they are given until the misconceptions are addressed or the gap in learning is reduced. Same day interventions are also used to pick up on misconceptions from the current days teaching and learning.

Partnership

Teachers engage parents through September welcome meetings. Fortnightly newsletters and Parent Consultation Days ensure an effective partnership to ensure children meet their age related expectations.

Moderation

Maths, reading and writing are all moderated internally to ensure we make robust judgements, particularly on transfer between key stages. Teachers also take part in external moderation at a Local Authority level.

Formal Assessment Cycle

- KS1/KS2 SATs in May
- Year 1 Phonics in June (Year 2 in December for academic years 2020-2021/2021-2022)
- Reading is assessed using the RWI Assessments in Reception, Year 1, Year 2 and for those children in Year 3 still following the programme.
- Target and Assessment Grids are used termly to track attainment and progress against the subject specific learning objectives. This is in Reading, Writing and Maths. This is then analysed in pupil progress meetings and new targets planned accordingly.
- Pupil voice is also carried out to evaluate children's enjoyment and enthusiasm for reading.