

Phonics

In EYFS and KS1, daily phonics lessons take place to support the development of children's decoding skills. The **Song of Sounds** scheme is used to provide an enjoyable and well-structured phonics scheme. We believe that regular, high-quality phonics sessions are fundamental to successful reading.

In 2023, 89% of children passed the Year 1 phonics screening check.

Reading fluency

Reading fluency is taught throughout KS1 and KS2.

KS1: children have 3 fluency lessons a week. Children read a range of fiction, non-fiction and poetry texts during these sessions. There is an emphasis on developing reading rate, accuracy and prosody.

KS2: children have 2 fluency lessons each week. One lesson is based on a poem; the other lesson is based on a non-fiction text.

The non-fiction texts in both KS1 and KS2 are carefully selected to reinforce wider curriculum knowledge.

Class novel lessons

In KS2, children have 2 reading lessons based on the class novel. Class novels have been carefully selected to support our wider curriculum, introduce children to popular children's authors or to raise children's awareness of key issues.

A quick quiz starts the lesson ensure that children are 'on the same page'. Class teachers model fluent reading and children follow along with their own copy of the book. Questions are asked to check for understanding and to allow children to make predictions. Reading skills are modelled by staff whilst reading.

A short set of retrieval questions follows the reading of the text to check children have understood, followed by a range of VIPERS questions.

Reading interventions

We provide a range of individual and small group interventions to support children in school and reduce gaps in reading knowledge.

Phonics interventions - for any children with gaps in GPC knowledge/support with blending.

Fluency interventions - for children whose reading rate, accuracy or prosody require some support.

Ten minute read - a targeted intervention that can be used to target different aspects of reading, including phonics, fluency and reading for meaning.

BR@P intervention - boosting reading at primary. A focus on reading rate, accuracy and general comprehension.

Specialist reading teacher

We have a specialist reading teacher at school. Previously delivering Reading Recovery lessons, our reading teacher delivers phonics lessons to year two children, provides targeted phonics interventions across years 1 - 3, provides small group interventions and delivers the ten-minute read intervention to carefully chosen children.

Our specialist reading teacher also supports staff with the tracking and implementation of phonics whilst delivering training to TAs to support their delivery of interventions.

Reading for pleasure

We have a weekly slot in each class across school for Book Club. Book Club is a 15 - 20 minute session in which teachers share recommended books with their class. They might read the blurb, the first chapter and have lots of anticipatory discussion with the class.

Children are then chosen to take the book home as their free-choice/library book.

In addition to Book Club, each class has a class library slot once per week. We also provide an opportunity for children to visit the library at lunchtime if they wish. KS2 children can visit the library on Thursday lunch and staff are present to help children choose books or recommend books for children to read.

Class teachers may also run their own competitions and reward schemes for reading although we recognise that these extrinsic motivators are unlikely to have a huge impact on reading for pleasure.

Read Theory

Children in Year 6 have access to Read Theory and have the opportunity to use this at lunchtime. They also use this during tutoring sessions afterschool. A series of short texts followed by quizzes matches the reading the age of the text to the child. Texts then become progressively harder as children successfully answer quiz questions to check that they've understood what they have read.

Assessment and tracking of reading

Phonics - children are tracked using Phonics tracker. This allows teachers and TAs to identify gaps in GPC knowledge/blending skills and provide targeted interventions to support children to keep up. Children are assessed in phonics throughout KS1 and KS2 where required.

Fluency - children are assessed monthly in KS2 for their reading fluency. Words per minutes, number of mistakes and comments on prosody are tracked against an age-appropriate text. If children are below 90 words per minute, there are many mistakes or there are issues with prosody, an appropriate intervention will be put into place.

Book band levels - children's book band levels are tracked centrally in school. Children are benchmarked monthly to ensure that the books they are reading are well-matched to their phonics stage/reading level.

Children in Y5/6 and are working below the expected standard might be assessed using the YARC reading assessment. This provides a reading age for fluency, accuracy and comprehension.

PIRA reading tests are used 3 times per year as another measure of children's reading.

Bottom 20%

Children working in the bottom 20% for reading are identified by the phonics/reading lead. These children are targeted by class TAs for reading on a one-to-one basis. These one-to-one reading sessions might involve some work on phonics, fluency and comprehension depending on the child's gaps.

Our specialist reading teacher may also work with these children to support closing the gaps.