

Reading at Boundary Primary School



**“The more that you read, the more things you will know.
The more that you learn, the more places you will go “ –
Dr Seuss**



Intent

At Boundary Primary School we aim to develop reading skills with our pupils in order to improve their life chances, provide them with life skills and to promote reading for pleasure and enjoyment. We believe that reading can open doors for our pupils and can help them to gain experiences, improve language and vocabulary skills and stimulate their imaginations. We aim to create confident readers who have good independent learning skills and develop a range of interests through reading. Reading for pleasure contributes to educational success, our journey to success focuses on developing a life-long love of reading and equipping our pupils for the next stage on their journey.

The aims of teaching reading in our school are to develop pupils who:

- Show high levels of achievement and exhibit very positive attitudes towards reading;
- Participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- Rapidly acquire a secure knowledge of phonics and make sustained progress in learning to read fluently;
- Read easily and fluently with good understanding across both fiction and non-fiction;
- Acquire a wider vocabulary;

- Develop their reading in all subjects to support their acquisition of knowledge;
- Develop a love of reading;
- Read for pleasure both at home and school on a regular basis;
- Through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- Develop good comprehension drawing from their linguistic knowledge.

Implementation

Right from the start of their time here at Boundary in EYFS, children are taught to tune into sounds which they hear in both the classroom and outdoor environment. They learn how to listen through story, games, rhymes and talk, all linking to the EYFS Early Learning Goals. The teaching of Phonics is done through the **Little Wandles Letters and Sounds Revised scheme**. All children have a baseline assessment in phonics and are then grouped accordingly. As the children develop at different rates, these daily phonics groups are differentiated to ensure they are meeting the needs of all the children. In the groups, the children are taught to segment and blend words moving onto letter recognition and formation when ready.

The teaching of Phonics at Boundary is a curriculum priority. This is because good phonic skills ensure that the children make good progress with reading, writing and spelling.

The daily phonics sessions are very focused and they include a mixture of the following:

- Revision of previous sounds (learned with actions).
- Introduction of new sound and action.
- Using sound button actions to read the sound in words.
- Dictated sentences.
- Fine motor skill activity-this helps improve letter formation and handwriting.
- Memory activity-this helps to improve the children's memory especially when they are learning spellings.
- Alphabet chant.
- Games linked to new sounds.

When children first become readers they have access to our colour book banded system, which starts with Lilac books (picture books) and goes right the way through to Black books (age 11+). All children from Year 1 - Year 6 receive Guided Reading sessions that focus on the teaching of word recognition, understanding vocabulary and effectively answering comprehension questions. Guided Reading sessions are planned around a weekly carousel of activities depending on the age of the children. The carousel will include independent reading opportunities (or further phonics work for those children who need it), comprehension tasks with the TA, dictionary/vocabulary work, a session working with the teacher and a post task based on reading done with the teacher.

Some Guided Reading sessions are delivered to the whole class so that comprehension skills can be taught and developed.

Reading opportunities are provided across the curriculum to further expand the children's understanding of other subjects and to broaden their vocabulary. **ALL** pupils take reading books home frequently and are encouraged to read regularly at home, bringing their signed reading record into school at least 3 times a week.

Here at Boundary, reading is a top priority and we award the status of reading champion to children who are able to demonstrate commitment to their reading. Each year group has a list of criteria that children must achieve and sustain in order to be made a reading champion. These children are then given opportunities to recommend books to other children – these can be found in key areas throughout school.

Teachers read out loud regularly to their class a book either from the year group author or theme.

We also encourage and promote enjoyment in reading throughout the year with key events. These include: World Book Day, library visits, visitors to assemblies, author/poet visits, Book Fairs and clubs.

National Curriculum Reading Overview:

New National Curriculum Coverage for Reading Comprehension Overview

Year 1	Year 2	Year 3 & 4	Year 5 & 6
Comprehension Pupils should be taught to: <ul style="list-style-type: none"> > develop pleasure in reading, motivation to read, and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart 	Comprehension Pupils should be taught to: <ul style="list-style-type: none"> > develop pleasure in reading, motivation to read and understanding by: listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry 	Comprehension Pupils should be taught to: <ul style="list-style-type: none"> > develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books 	Comprehension Pupils should be taught to: <ul style="list-style-type: none"> > maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices

<ul style="list-style-type: none"> > understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far > participate in discussion about what is read to them, taking turns and listening to what others say > explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear > understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far > participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (e.g. free verse, narrative poetry) > understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience > understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences and justifying these with evidence from the text predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
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	<p>> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>and summarising these</p> <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning <p>> retrieve and record information from non-fiction</p> <p>> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning <p>> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>> distinguish between statements of fact and opinion</p> <p>> retrieve, record and present information from non-fiction</p> <p>> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>> ask questions to improve their understanding of what they have read</p> <p>> provide reasoned justifications for their views</p>
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Assessment

Phonics assessments occur frequently to check what stage children are working at and to move children across groups accordingly. Children are assessed in Phonics at the end of Year 1. Those children who do not pass will go on to take their screening test again in Year 2. These children will continue with phonics throughout Year 2 with the aim of **all** children passing before entering KS2.

Teachers and TAs continually assess children's reading ability. If an adult deems a child is working above their book banded colour then the child will be moved up accordingly. The aim is to ensure **all** children are reading the right level of book to ensure challenge and to improve the fluency of children's reading.

At the end of each half term, children carry out 2 reading tests from Rising Stars. Data from the tests is sent to the deputy for analysis and feedback is given to each teacher about their class results. Teachers are then expected to look through areas of weakness from the tests and to focus on these in subsequent Guided Reading sessions. From formative assessments and Rising Stars tests, teachers make a judgment at the end of each term on O'track (assessment tracking programme) to show if the child is working towards, is at or is above the expected standard.

Children in Years 2 and 6 will sit the statutory reading test in May.

Teachers regularly assess the reading age of children using Salford Tests. Those children who are reading below their chronological are then identified and tracked by the English Lead. Children are then tested again before the end of the term to check for progress. Teachers also test the speed at which children are able to read to identify those who need to work on their fluency.

EYFS

Within our Early Years unit, we ensure that our reading intent is embedded securely across both Nursery and Reception. Planning for reading is done through personalised objective led plans. Children's vocabulary acquisition is assessed upon entry using a range of different tools including the EYFSP, WELLCOMM and the Reception baseline assessment. Children then follow a personalised

reading journey, which is pitched to their level of need. Planning is evaluated on a weekly basis and appropriate measures are taken for children falling behind or those making accelerated progress. This may include accessing classroom interventions. The planning of our curriculum is done initially through Long Term and Medium Plans.

As a unit, we choose a range of different texts we believe are age appropriate and will ignite a love for books and reading. We immerse the children in the chosen texts by flooding the classroom areas, including the role-play, story telling table, creative, construction, maths and outdoors providing the children with lots of opportunities to stimulate talk about the texts. We ensure we look at different versions of the text and provide different mediums for them to access it. Through this repetition, we believe children will make purposeful connections and learning, which will remain in their long-term memory. The teaching of phonics is crucial to children's early reading development. As a school we follow **Little Wandles Letters and Sounds Revised** as a scheme of work. The programme focuses on securing word recognition skills, which are essential for children to decode and encode word accurately.

At Boundary we follow the programme from Phase One to Phase Five. Phase One focuses on promoting speaking and listening, phonological awareness and oral segmenting and blending. Phase Two to Phase Five focuses on high quality phonic work to help children develop fluent word reading and spelling skills. Phonics sessions are taught in a highly structured programme of daily lessons from Nursery to Year One. It is taught in differentiated groups according to the children's phonological awareness and development. These sessions follow the teaching sequences of 'revisit, teach, plan, and apply' where teachers use a variety of interactive teaching methods to support the children's learning. These include use of the interactive whiteboard, songs, letter rhymes, flash cards, small groups activities, games and whiteboard work.

The children's progress of phonics knowledge, reading and spelling of words is formally assessed four times a year, which includes a baseline at the beginning of each academic year as well as daily assessments enabling our phonics groups to be fluid. These assessments ensure that teachers have a clear understanding of any gaps in knowledge, which can then be addressed within other teaching sessions. To support the children in the application of phonic knowledge, children are provided with home reading books that focus on the sounds they have been working on in school. This provides the children with an opportunity to apply the skills they have learnt at school and be successful in reading at home. In addition to this children have one to one reading sessions in school with both teachers and support staff as well as guided reading once a week.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. Work may be made easier so that the children can access the work. Children may also get more adult support to understand the lesson. Children not working at their current year group will be assessed using PIVATs so that they can fill the gaps in their learning.

As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Children who are GDS readers will be able to make links between books of the same author and links between books with similar themes. They will also be able to give reasoned answers to comprehension questions, ensuring that they are using evidence from the text to back up their

answers. Children will be fluent readers and will make own choices about the books they choose and give reasons for why they have chosen particular books. They will also be able to make recommendations to peers with reasons and justifications.

Impact

- Reading in our school is progressive and planned to meet the needs of all children.
- Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time we provide books to ensure that children read for pleasure and learn to love reading.
- If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress.
- In addition, we measure the impact of our curriculum through the following methods:
 - Phonics assessment;
 - Phonics screening results
 - Book band colour – assessed using Benchmarking;
 - Reading ages given in three times a year and tracked for progress – those below chronological age 6 times a year
 - Summative assessments each term;
 - End of Key stage SATs results
- The teaching of phonics in our school is systematic and all staff are regularly updated with any changes.
- Pupils enjoy reading regularly, for information and for enjoyment/pleasure.
- Pupils discuss books with excitement and interest.
- Pupils are being adventurous with vocabulary choices.