

READING AT THAMESIDE

Intent:

At Thameside, we want pupils to develop a love of reading and give every child the opportunity to be fluent, confident readers, who are able to successfully understand a wide range of texts. A child's reading skills are essential to their success in primary school and beyond, developing strong reading skills will allow the children to access the whole curriculum and understand more about the world they live in. We want the development of children's reading to be a partnership between school and home. Children learn to read by practising - little and often is the key - and reading at home uses skills learnt at school, develops independent learners and gives children the opportunity to enjoy a book with an important adult.

Early Years Foundation Stage	
Nursery	Reception
Rich language environment	
Phonics 2-3 times a week	Daily phonics session
Daily shared stories in group and independent learning	Daily 'Book Talk' sessions Book Talk is delivered using a high quality text in whole class and small groups; linked continuous provision activities
'Beginning with a Book' curriculum uses high quality texts for English lessons and to make links with other areas of the curriculum. Teachers regularly read to children.	

Key Stage 1 - Years 1 and 2
Daily Phonics sessions
Daily 'Book Talk' sessions Book Talk is delivered using a high quality text as a whole class, reading three times a week; where possible, the text will link to current units taught in other areas of the curriculum. Twice a week, children will participate in free choice activities linked to the book, working on one of the twelve reading strands. Activities include pre-reading or repeated reading; vocabulary work; phonics games; reading texts from different genres. Three times a week, supported by an adult, children will have an additional sessions reading decodable books linked with their current phonics learning.
'Beginning with a Book' curriculum uses high quality texts for English lessons that make links with other areas of the curriculum. Teachers regularly read to children.
Our Learning to Learn Curriculum is introduced through a quality text each term.

Key Stage 2 - Years 3, 4, 5 and 6
Spelling groups - 3 times a week with 1 session focus on vocabulary etymology
Daily 'Book Talk' sessions Book Talk is delivered using a high quality text, using a variety of activities to ensure all children are able to access it as a whole class, in pairs or small group reading three times a week. Twice a week, children will participate in other activities linked to the book, working on one of the twelve reading strands – these may be adult supported or independent. Activities include pre-reading or repeated reading; vocabulary work; reading texts from different genres; where possible, texts will be linked to current units taught in other curriculum areas; once every two weeks, children will complete an activity to work specifically on comprehension skills.
'Beginning with a Book' curriculum uses high quality texts for English lessons and to make links with other areas of the curriculum. Teachers regularly read to children.
DEAR Time provides regular opportunities to read for pleasure in the classroom. The Library is used by children at lunchtime on a class rota to ensure all children have access. Classes are named after authors/characters.
Our Learning to Learn Curriculum is introduced through a quality text each term.

Reading spine

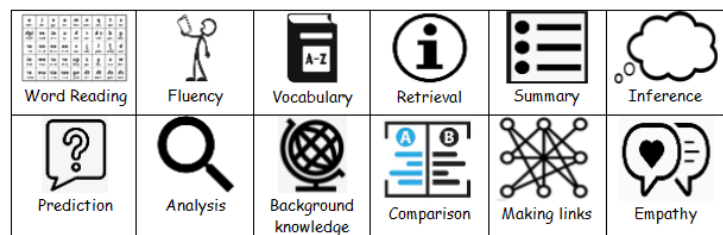
The reading spine is a compilation of all the texts to which a pupil will be exposed to during their time at Thameside. Reading is an integral part across all curriculum areas, and the books have been chosen carefully, considering a range of factors; **our rationale** behind our book choices include:

- Pupils are able to find themselves and identify with characters
- Issues that the children may face in their lives are tackled sensitively, while being honest about them, such as different family structures, positive representations of low-income families and different ethnicities.
- Opening up the world to the children
- Support children's knowledge about different subjects in the curriculum
- To inspire and support writing
- To inspire and support reading

Non-fiction texts closely linked to curriculum subjects are displayed in the classrooms, allowing children to broaden their knowledge of subject-specific content, for example: Electricity, Romans, Mexico.

Reading strands

The twelve reading strands – two main strands, word recognition and language comprehension (made up of sub-strands) - underpin all reading activities in Thameside. These help to develop good readers, who are able to navigate through a text, retrieving information, asking questions and making inferences with ease.



Phonics

We use an accredited scheme 'Little Wandle Letters and Sounds Revised' so there is a consistent approach to phonics and early reading across the whole school.

Implementation

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or above who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books from Collins Big Cats for Little Wandle Letters and Sounds Revised from Reception onwards
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is available online for children to read at home to parents.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the [Little Wandle Letters and Sounds Revised parents’ resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children’s cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- *Assessment for learning* is used:
 - daily within class to identify children needing Keep-up support

- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- *Summative assessment* is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child who has not passed the check, re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher’s ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.



Accelerated Reader

Used across KS2, Accelerated reader is a computer-based programme that supports the reading practices and progress of children, encouraging them to read independently; AR encourages differentiation of reading materials in the school to support the least able, whilst also proving a powerful motivating tool that allows students to take more ownership of their own progress. Initially, children complete a Star Test at the beginning of Year 3 to establish their individual reading level and are given appropriate books – these will be within a range considering the individual’s optimal level of challenge; the books are levelled using a coloured, numerical system. Each time a child completes a book, read individually or collectively, they will complete a Quiz to determine whether the book has been read thoroughly, measure literal comprehension and to provide immediate feedback – AR uses progressive testing to adjust an individual’s reading level accordingly dependent on progress. Each child will have targets and achievements to work towards - both personal and class - and will receive rewards when they have been met. Children can use their own log-in to take a quiz or see their progress at home.

KS2 Reading Assessment

Assessment of reading is based on the accumulation of multiple ‘glances’, which includes summative and formative information. There are six assessment points throughout the year, which include:

- Accelerated Reader Star Tests in Terms 1, 2, 3, 5 & 6
- Reading questionnaires and pupil voice
- 1:1 reading aloud fluency texts
- SATs-style written questions on age-appropriate texts
- Written reading paper for Years 2 and 5
- Mock SATs for Year 6

Book Talk

Book Talk is an approach that involves a teacher working with the whole class on a single text. They will work with the children to decode and practise fluency skills, making sure each child can access and read the text accurately. These sessions are also used to analyse a text in detail and discuss the meaning of what has been read. A particular emphasis is placed on developing children’s fluency and vocabulary. Once every two weeks, children will complete an activity to practise their comprehension skills.

DEAR Time

‘Drop Everything And Read’ is to encourage reading for pleasure. In KS2, this happens three times a week for 20 minutes; repetition of DEAR across a school week ensures students are practicing important reading skills. In addition, KS2 will have 10 minutes of ‘text dipping’ recommendations to encourage children to

read a wider range of texts. The majority of children will read independently – others will read 1:1 with an adult.

Whole Class Texts

Our curriculum is built around using quality texts with the whole class. Children are read picture books, poems and longer texts. These texts are used alongside storytelling techniques so children build up a bank of stories they are very familiar with. These whole class texts are used to develop reading and writing skills in Book Treasure Time/Book Talk and English lessons and are carefully chosen to enable links with other areas of the curriculum.

One-to-one Reading

In addition to the reading sessions described above, some children will continue to have sessions where they will read with an adult one-to-one. The progress of every child will be closely monitored through informal assessment and AR progress, if we believe a child would benefit from extra support, we will provide this in the form of one-to-one or small group interventions during the afternoons.

Library

The library provides an opportunity for children to browse and select a wider range of books, especially non-fiction texts, for pleasure. The Books have been organised to allow children easier access and make texts more visible; pupil librarians rotate the books regularly.

Reading Support

Children don't all learn at the same rate and some children may need additional support when learning to read. Support is provided in a variety of ways depending on the needs of an individual child. Interventions can be in the form of: additional phonics support; reading and discussing in a small group; one-to-one reading; additional group reading sessions; support with vocabulary or support with comprehension activities. The progress of all children is regularly monitored in Reception, Year 1 and Year 2 every 6 weeks, and in KS2 through Accelerated Reader quizzing; support is provided as needs are identified.