

Reading Rationale

Intent

At Ingleby Mill, we aim to promote and implement the teaching and learning of reading as the basis for accessing and understanding the wider curriculum and the wider world. We aim to provide a secure foundation for good future progress throughout school and beyond so that children are confident, fluent and analytical readers.

It is our aim to teach all children both the mechanics of reading and comprehension strategies that can be applied to any text in any subject. Speaking and listening activities are inextricably linked to the reading curriculum. Children are given opportunities to participate with confidence in discussions about what they have read: reciprocal discussions prompt children to think, explore, wonder and enquire. High quality texts provide a 'reading spine' which also form the basis of the writing curriculum. Vocabulary development is promoted and supported through all reading activities.

We aim for children to become lifelong readers who enjoy reading and can express their reading preferences.

(Please see the following documents for end of year objectives: 'Whole School Progression of Skills in Reading' and the 'IMPS Phonics Progression Map'.)

Implementation

Phonics in EYFS & KS1

At IMPS we have devised our own bespoke phonics teaching programme which follows the structure of the Letters and Sounds Programme but is supplemented and supported with a range of teaching materials from Floppy's phonics, Twinkl Phonics, Big Cat Phonics and Bug Club Phonics. We follow the six phases of the DfE's Letters and Sounds: Principles and Practice of High-Quality Phonics across EYFS and Key Stage One, then in to Key Stage Two where appropriate. It offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2.

Engaging in reading books, reciting nursery rhymes and narrative role-play is part of every day practice in EYFS. The children develop early listening and comprehension skills through sharing books; this can be as a whole class, small groups or one to one. The books and nursery rhymes can be selected by staff at the planning stage and they are a key driver for activities. Along with this, children may select stories they would like the adult to read. Sharing books also enables speech, language and vocabulary development.

Phase 1 Letters and Sounds is started on entry into Nursery. This allows staff and parents to concentrate on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phonics sessions are taught in small groups and linked activities are then planned for in the continual provision.

Letters and Sounds Phase 2 is introduced in the term prior to the children starting Reception and as part of the children recognising and writing their own name.

In Reception, the children start the year at beginning of Phase 2 to recap prior learning and to introduce a stronger Grapheme Phoneme Correspondence (GPC). Phonics is delivered daily as a whole class session and again, linked activities are planned for in continual provision, in both the outdoor and indoor learning environments. As the year progresses, the children move onto Phase 3 Letters and Sounds and if applicable Phase 4. Once the children are blending confidently they take a reading book home appropriately matched to their phonic knowledge. The children read a scheme book with an adult in school at least once a week however, through continual provision activities and group work they read more frequently.

The **IMPS Phonics Progression Map** sets expectations for pupil's progress within the phonics programme. Assessment through 'Phonics Tracker' allows teachers and practitioners to track pupils' progress.

KS1

Alongside the phonics programmes, shared and guided reading sessions take place regularly. This ensures that while children are learning the vital principles of decoding, they are also being exposed to rich texts and vocabulary that will help them to enjoy the shared experience of reading. The sessions ensure the explicit teaching of vocabulary, text comprehension and the development of a love for reading at the same time as developing and improving children's spoken language vocabularies. Pearson's online resource, Bug Club, provides the basis for delivery of structured, progressive sessions covering a wide range of text types. Along side this resource, sets of Guided Reading texts are used from a range of publishers.

Individual children are allocated nationally agreed book banded books to ensure that they are reading texts which closely match to the sounds that they know. Teachers and support staff hear children read on a 1:1 basis regularly. Books are both taken home to practise and allocated online to ensure access. A range of publishers are used including Oxford Reading Tree and Big Cat Phonics.

Key Stage 2

From the end of KS1 to KS2, the focus moves from the mechanics of reading to learning, developing and embedding comprehension strategies with an aim to move towards independent application.

The use of a nationally agreed banded reading scheme continues throughout KS2 providing appropriately matched texts to each child's level of development. Interventions are planned for children who require further support in phonics in lower KS2. Phonological awareness is consolidated and built on through the teaching of spelling rules and conventions throughout the key stage.

The use of Reading Plus in Years 4-6 creates a personalised program for children focusing on silent reading speed and accuracy and specific skills needed to reach age-related expectations. Through the wider range of texts available on RP, pupils are frequently made aware of the connectedness within the curriculum and the relevance of reading across subject areas. Termly lexile reports provide a detailed analysis of children's reading skills.

Guided Reading

Through daily guided reading sessions, the following comprehension strategies are modelled and practised regularly to ensure they become embedded. Pearson's online resource, Bug Club, provides the basis for delivery of structured, progressive sessions covering a wide range of text types. High

quality texts chosen by staff are also used with the teaching of comprehension strategies as outlined below.

Clarifying

This involves ensuring that words or phrases in the text have been understood by exploring text vocabulary prior to the initial reading of a text.

Summarising

This involves outlining the key events in a text briefly and sequencing events from earlier in the text. It promotes a basic level of literal comprehension.

Activating prior knowledge

This involves children drawing on what they already know and understand to make sense of the text as they read it. It helps pupils to infer and elaborate, fill in missing or incomplete information and use existing mental structures to support recall.

Visualising

This involves asking children to verbalise what they 'see' when they read a text.

Predicting

Involves anticipating future events in a text by applying knowledge of the world, text types and previous experiences.

Questioning

This is the most important strategy for developing inference-making skills. It helps children make sense of a text.

Evaluating

This encourages children to give and justify opinions about what they have read. It will involve activating prior knowledge and connecting ideas to make judgments.

IMPS' Reading Spine

EYFS: *Nursery Rhymes, Traditional Tales, Julia Donaldson*

Y1: *Thomas the Tank Engine, Percy the Park Keeper, The Lighthouse Keeper stories*

Y2: *The Gruffalo, Charlie and the Chocolate Factory, The Sea Monster, Alternative Traditional Tales*

Y3: *The Iron Man, The King Who Banned the Dark, The Boy Who Grew Dragons, The Wild Way Home*

Y4: *Charlotte's Web, A Place Called Perfect, The Miraculous Journey of Edward Tulane*

Y5: *Journey to the River Sea, A Christmas Carol, George's Secret Key to the Universe, Beowulf.*

Y6: *Street Child, Oliver Twist, Pig Heart Boy, Shakespeare- A Midsummer Night's Dream and Macbeth, There's A Rang-tan In My Bedroom.*

Impact

The impact of our reading curriculum is monitored, tracked and assessed regularly.

Across the academic year, progress towards year group objectives is tracked and recorded using Target Tracker and Phonics Tracker. Each term, pupil progress meetings take place to discuss year group data and identify individuals and groups who require interventions. Summative assessments take place each half term which assist in making summative judgements and identifying next steps.

The impact of using our bespoke phonics programme as the basis of phonics teaching within EYFS and KS1, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. Following the programme ensures a consistent approach to phonics that is clear to teaching staff and learners.

During guided reading sessions, structured discussions provide opportunities for 'in-the-moment' formative assessment. Written responses to tasks set for older children also provide summative assessment opportunities, these are recorded in individual reading journals.

For Years 4-6, the use of Reading Plus provides termly Benchmark assessments along with termly lexile reports for individuals.

The impact of our reading curriculum will ensure coverage of the statutory requirements outlined in the 2014 National Curriculum. It will also prepare children for the statutory Year 1 phonics screening check, Year 2 SATs and Year 6 SATs.