



## Reading at Braunston School



### Intent

At Braunston C.E. School, we regard reading as the key to the whole curriculum and an entitlement for all children.

Leaders and all staff at Braunston C.E. Primary School are determined that all children become confident, fluent readers. This is demonstrated by the emphasis on reading development in our Academy Improvement Plan AIP. Our ambitious curriculum, which meets the aims and breadth of the National Curriculum, is designed with four key strands in mind that motivate and enable all children (including those with SEND needs) to achieve their best reading outcomes:

- To support each child in developing in to confident, competent and fluent word readers. Our intention is to get all Braunston School children reading as quickly as possible.
- To enable every child to understand texts using specific comprehension skills independently.
- To develop a habit of reading for both pleasure and information.
- Most importantly – to develop a love of and passion for reading that will last a lifetime.

Each of these elements is led individually by staff in order to assign staff's expertise carefully for the benefit of the children. In equipping each learner with these essential reading skills, they harness the tools to access and accumulate cultural capital.

### Implementation

#### Word Reading and Phonics

##### Proritise Reading

We have ensured that reading is prioritised by making early reading skills central to our English curriculum, staff training and AIP, led by the dedicated Phonics Lead. We believe that early reading skills are front and central to all that we do and without these key skills children will find accessing the rest of the curriculum extremely challenging. Outlined below is how we have implemented this priority.

##### The Phonics Programme:

At Braunston, we have fidelity to the phonics programme Read, Write, Inc. (RWI). All children in Foundation Stage and KS1 have a phonics lesson every day, right from the start of term 1. This ranges from acquiring the grapheme/phoneme correspondences and learning to sound and blend words in Reception through to daily revisiting of phonics already taught by Year 2.

The essential part of our phonics programme is that all previously taught grapheme/phoneme correspondences (GPCs) are revisited in lessons as well as new content taught.

### **Progression**

We have an ambitious and detailed progression document outlining where each child should be on the phonics programme by the end of each term. When children are assessed, we use this document to check progression through the programme and put into place support and intervention for those children who need it.

### **Sounds Match Reading Books**

We have organised our home / school books into finely grouped categories of progression which enables us to ensure that children's books are tightly matched to their phonics ability and that there is progression through the reading schemes. Children in KS1 will also take home their guided reading books to re-read at home. It is expected that books will be read and re-read before they are changed in order for children to practise their decoding skills and gain fluency.

### **Catch Up Quickly**

Children who are not keeping up with the phonics programme will be identified by the teachers during assessments and plotted on our progression document. In conjunction with the phonics leader, the teacher will group these children into specific interventions depending on the nature of the support needed in order for them to be able to catch up quickly. This support also continues in to KS2 for those children who require it.

### **Assessment**

Children are constantly monitored in phonics sessions. Formal assessment of GPC acquisition and blending is undertaken once a term and forms the beginning of our check against the phonics progression document.

### **Reading Experts**

All staff have been trained to teach RWI phonics so we can ensure that it is delivered in a systematic way and that approaches and techniques are standardised. We have trained all TAs in delivering phonics interventions.

### **Decoding strategies**

At Braunston we have developed 5 key decoding strategies that all children learn and can use independently. These are called the 'Handy Hints' and should be used independently or prompted when a child gets to a word they do not know. They are outlined below:

1. Sound it
2. Look for digraphs /special friends
3. Chunk it

4. Look for words within words
5. Does it make sense?

These are displayed in all classrooms and in reading diaries. Detailed letters explaining each area are sent to parents at the beginning of each year and the strategies are discussed with parents at the September Parent Information Evening.

### Progression of word reading in to KS2

Our reading scheme extends from EYFS and KS1 into KS2 to ensure progression in the complexity of phonics, vocabulary, sentence structure and appropriate subject matter; this allows children to be challenged appropriately when reading from our scheme throughout the school. Once they have progressed through the scheme, they can select books from the class and school library. All children also select a library book of their choice of subject and level of challenge along with their 'scheme' book.

## Comprehension

### Text Understanding

#### Reading Detectives-whole class comprehension teaching

The skills that are required to understand a text are taught to children in all year groups as part of 'Reading Detectives' sessions; these increase in frequency, moving through the school as whole class word reading teaching - for the majority of the class - decreases. At Braunston CE School, we have divided the key reading strategies outlined in the National Curriculum in to the following skills: **making connections, wonderings, visualisation, fact retrieval, deduction and inference, word meaning and its effect, vocabulary exploration, prediction, sequencing, summarising and comparing.** These are underpinned by the small steps guidance that we have created to help teacher knowledge of each skill that are then modelled to children, coupled with the 'Point, Evidence, Explain' approach.

The range of high-quality texts that we use are carefully selected in order to engage and expose children to a range of stories, non-fiction genres and rich language; at the heart of the 'text decision' is the quality of the language and the opportunities that it lends to exploring the aforementioned skills.

These sessions use a variety of teaching strategies that focus predominantly on discussion (to allow all levels of word readers equal access to the text) and from Year 2 to Year 6 individually recording jottings, ideas and more formal answers that allow experience of a range of questions types in 'reading detective journals'. In EYFS and Year 1, these early experiences and discussions are recorded and documented on their 'reading detectives' display (which all year groups use to collate evidence and examples from across the work on a text). It is imperative that our environment ('working wall' rather than 'display') reflects the skills that are being taught and referred to by all staff.

This whole class teaching style allows us to deliver our ambitious intentions to nurture and progress children's reading understanding, no matter their word reading ability. The lowest 20% are carefully monitored and supported in this ambitious environment, with the gradual release of responsibility back to them to use the skills modelled and practised.

The structure, purpose and ingredients of text types are also taught as part of our English lessons in the reading and skill 'unpicking' phase.

#### Training (for reading comprehension)

Our bespoke approach to CPD allows us to personalise the areas in which we train and support staff with their subject knowledge, text selection and teaching strategies; training (on courses and with consultants) for our leaders on these areas is regular, up to date and relevant. A combination of 1:1 support sessions, tailored teaching-staff training on specific skills, lesson modelling and monitoring of these actions enables leaders to both individualise and monitor progression. This ensures that staff have good subject knowledge of comprehension skills and the steps that are required to be taught within each of these skills. This approach ensures that there is continuity and a collegiate approach to teaching text understanding so that new concepts are taught to children, building on prior knowledge and allowing them to remember these skills in the long term to apply to other contexts. Our AIP reflects this in detail and maps out the timely approach given to exploring each skill individually so that staff are fully enabled to confidently deliver, adapt and respond to children's needs.

#### Assessment of reading comprehension

Formal assessments (PIRA and SATS) take place in line with the academy and national expectations; leaders recognise the merits of these for gap analysis and shaping our journey. The limitations of just these assessments are also recognised, so regular assessment for and of learning in class is valued equally. Comprehension tasks take place regularly to allow children independent opportunities to apply their newly learnt comprehension skills and for teachers to track understanding, going on to adapt their teaching accordingly. All of these contribute to decisions of where interventions are best carried out for children to realise their potential fully.

#### Reading within the English teaching sequence

During the first phase of the teaching sequence in English lessons, children are immersed in the text type and are encouraged to 'read as a reader'. Further models are also shared with the children, so they broaden their frame of reference through investigating how other writers tackle the type of writing they are focussing on. This model provides a coherent model for linking and combining literacy knowledge and text-types into effective teaching and learning opportunities.

Texts and genres are mapped across the school to ensure progression and breadth of coverage.

#### Reading interventions

Reading interventions focus on comprehension for those children who can decode fluently but do not understand what they are reading. (Word reading interventions continue in KS2 for children who are continuing to struggle to decode.) All programmes are rigorous and systematic with the intention that these children catch up rapidly with their peers.

### Vocabulary Development

The teaching of vocabulary is fundamental to the teaching of reading and writing and takes place throughout the entire teaching sequence. All children encounter high quality books and model texts with a challenging level of vocabulary. New words that the children encounter are explored and children are encouraged to share any new vocabulary with their peers and discuss their meaning, supported sometimes by the 'Vocab Ninja' resources. Vocabulary from the text is carefully planned and is explored. The words selected to be explicitly taught include tier 2 words (words which have more than one meaning depending of the context of the text) and tier 3 words (more 'academic' words with specific definitions e.g. scientific/technical words.) All classrooms are vocabulary rich and reflect/exemplify the words and phrases which have been taught and explored over a sequence of learning/within a topic area.

### Love of reading

At Braunston CE Primary School we promote a love of reading by truly loving reading ourselves and ensuring that children are immersed in a world of reading when they step through the door. To encourage this love, we expose children to a wide range of stories, poems, rhymes and non-fiction which develops their vocabulary as well; we ensure that our book selection on offer is varied and all genres are updated, sharing and celebrating new titles with the children across all age groups as well as staff. Our nurtured familiarity with a wide range of authors and these text types allows children to experience new reading opportunities throughout their time here. Staff use the opportunity to partake in 'reading for pleasure' courses to enhance the ways in which we do this.

The channels that we demonstrate our love of reading through are interspersed throughout the day, week and term. Each class has a 'class reader' book-some of which are by their class name author; English is taught through a rich diet of text types; and children are part of 'first chapter club' every week. In this collective worship, each key stage has the first chapter of a book or picture book read to them by an adult; the book then becomes available in a class library. This approach creates a 'buzz' around new books entering the school, with children keen to read them. Further opportunities to nurture a love of reading take place:

- Class readers/story time
- Author day/weeks
- Book/author recommendations
- First chapter club
- Reading for pleasure time
- Staff reading for pleasure
- Library club/librarians
- World book day focus

### Parental engagement

Every effort is made to help parents understand and support the school approach to reading. Parents are helped to know how best to support their child in early reading, reading comprehension and vocabulary development by carrying out parent workshops and information on our website. At Braunston we offer training to parents to enable them to access the RWI phonics programme with their

child as they enter Reception. We model for parents how we teach phonics when we invite them in to school to share their child's books. Each year group offers an information evening in which we prioritise outlining the key strategies readers need and discuss approaches to comprehension.

Reading at home is strongly promoted; teachers ensure that parents understand how to work appropriately with decodable books. We monitor reading diaries to ensure children are being read with at home and to share and receive feedback.

### **Leadership of Reading**

Reading is identified as a key priority on our Academy Improvement Plan. Leaders monitor the provision of reading through learning walks in English and Phonics sessions, work scrutinies and through pupil voice. They evaluate the impact of this provision through the analysis of (i) end of year cohort data (Phonics Screening Check and end of KS1 and 2 Reading) and (ii) individual pupil progress throughout the year (on going assessments).

### **Impact**

With our intent in mind, our intended impact is clear. Our learners develop detailed knowledge of word reading and text understanding, which is reflected through outcomes in national tests. They, most importantly, foster a love of reading to take forward in to their lives, unlocking the world around them and are hungry to continue to read widely and often, with fluency and comprehension. Readers can justify their view independently about what they have read. They use these skills as they move forward on to the next stage of their educational journey, allowing them to access other curriculum areas and use this as a foundation to integrate new skills in to larger concepts. They are independent readers who have the necessary skills and passion to gain cultural capital.