

## **English - Reading Rationale**

### **National Curriculum Aims for English**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### **National Curriculum Purpose for English**

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Children are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Becoming Literate**

At both Follifoot & Spofforth CE Schools children are taught to read using systematic synthetic phonics (SSP) within Early Years and Key Stage 1. They are taught to decode and blend words using the sounds they have learnt in discrete Phonics sessions.

Throughout Early Years and Key Stage 1 the children will read our school Reading Scheme; this is a combination of fiction and nonfiction books placed into sets appropriate for a child's reading development and linked with the phonics sounds that they are learning. Once a child is a competent reader and they can show fluency and a deep understanding of what they have read they move off the reading scheme books.

From Early Years on children are encouraged to develop a love of reading and books. All pupils have access to a school library with a range of fiction and nonfiction books and families are encouraged to read with and to their children as frequently as possible. A detailed parent's guide to reading is available on the school website, as is a guide to phonics, a phonics glossary and links to recommended age appropriate books. Parents are kept informed of their child's current attainment and progress in phonics and reading through a short report in phonics in the Autumn and Spring Term, a longer report in the Summer Term as well as at parents' evenings.

### **English Reading Rationale**

The best primary schools teach virtually every child to read, regardless of their social and economic circumstances of their neighbourhoods, ethnicity, their languages spoken at home and most special educational needs or disabilities. It is our desire to be in this category and as such teaching all children to read is a central priority.

As documented in our Federation Curriculum Intent reading is central to our overall vision for curriculum at both Follifoot and Spofforth.

**Extract from Federation Curriculum Intent Statement -**

*Because of our passionate belief in the power of reading and the value of books in a modern world dominated by technology our curriculum is linked, connected and rooted by inspiring children's books. Books and reading are central to our curriculum exposing children to more facts and wider vocabulary than virtually any other activity, increasing and enriching their vocabulary as they encounter language they would be less likely to hear and use in their everyday speech.*

*Through reading, children begin to understand concepts and ideas, gaining and linking knowledge, exploring different opinions and perspectives, exposing them to a world of imagination. Reading helps children build solid foundations for communication enabling them to navigate, question, connect and interact with the world in which they live first hand through direct contact and interaction with others.*

*As well as the impact on creativity and imagination the narrative form plays a key role in our curriculum planning contributing to enabling children to remember well. The power and influence of the narrative form on memory is well documented;*

*'The human mind seems exquisitely tuned to understand and remember stories – so much so the psychologists sometimes refer to stories and "psychologically privileged" meaning they are treated differently in memory than other types of material.'*

Daniel Willingham

Reading is a fundamental skill that provides access to virtually all other learning. Without being able to read children are significantly disadvantaged. Reading is the foundation for good academic success but also emotional and physical wellbeing.

*"Once you learn to read, you will be forever free."  
Frederick Douglass*

**Primary Reading helps our children to;**

- Enter the next phase of their education as literate confident readers
- Love reading recognising the academic, social emotional and lifelong learning benefits it brings
- Master the core basic skills of reading; decoding, fluency, comprehension and inference
- Have the chance to follow an enriching curriculum by getting them reading early: learning to read reading and reading to learn
- Achieve at least in line with national expectations at key stages and phases
- Be confident and able to access the next stage or phase of their education with confidence in their reading ability

<b>Intent</b>	<b>Implementation</b>	<b>Impact: to be reviewed at the end of each academic year</b>
<p>At the Federation of Follifoot &amp; Spofforth we believe children should learn to read in a way that motivates and inspires them.</p> <p>Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read.</p> <p>Meek (1983) believes that, 'Readers are made when they discover the activity is worth it.'</p>	<p>Because of its central importance reading is planned for carefully and systematically from the outset.</p> <p>Each English unit is well sequenced and develops incrementally.</p> <p>Phonics is planned in line with the Letters and Sounds programme.</p> <p>Individual reading books are organised to link with Letters</p>	<p>Through our monitoring and evaluation which involves hearing children read, talking to children about their reading, reviewing learning sequences with staff, reviewing children's books, observing teaching and learning and evaluating outcomes data children at both schools learn to read well.</p> <p>See Pages 5&amp;6 of 2018-2019 data report.</p>

<p>By the time they leave primary school they will have the knowledge, skills and enthusiasm to read widely to further their knowledge and also for pleasure. They will read with confidence and talk confidently about their reading experiences and habits.</p>	<p>and Sounds Phases and coloured book band system, running records and regular assessments are completed. Phonics and reading audits are completed by the Subject Leader.</p> <p>Reading for pleasure is promoted across KS1 and KS2. All children are given daily opportunities to read independently and to listen to stories read by adults. National events such as World Book Day, Summer Reading Challenge are promoted as are school specific challenges such as 'book battles.'</p>	
<p>Teacher and TA subject knowledge in phonics and reading enables all pupils to achieve their full potential</p>	<p>In KS1, TAs and Teachers new to the school or to year group are provided with professional phonics training through North Yorkshire Education Services and regular refreshers by Early Reading Leaders and the local English Hub.</p>	
<p>Pupils have a wide vocabulary and a rich understanding of the meaning of words encountered.</p>	<p>Pupils are read to frequently. Vocabulary is introduced across the curriculum and identified on planning formats. New vocabulary is discussed and displayed in classrooms.</p>	

## Knowledge and Enquiry in English Reading

According to Ofsted 2004, 'Texts pupils read should match children's proficiency so they are reading at 90% accuracy.' At Follifoot & Spofforth Schools, we understand the importance of children enjoying the reading process and how this can be impeded if the children are faced with texts which are inaccessible. Therefore, staff ensure that the texts children are reading are sufficiently accessible, so that at least 90% of the words are decodable. In addition, it is important to check that the children understand the text – reading is a 'message getting activity' (Clay) not simply a decoding activity.

We use the following guidance to assess the suitability of a text:

Accuracy rate 95-100%. The reader is reading a text which is EASY. A high level of success will be experienced. Texts that children read independently of adult support should be of this level.

Accuracy rate 90-94%. The reader is reading a text which is INSTRUCTIONAL. At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be (is) appropriate for guided reading or reading with an adult.

Accuracy rate 50-89%. The reader is reading a text which is HARD. The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book. This might be to a book at a lower level or an easier book at the same level. The adult also might decide to read the book to the child first, share read the book or 'introduce' the story and characters first – this might shift the book from hard to instructional level and enable the child to carry on with texts at this level.

We use the following terminology:

Decoding	Sounding out words and blending sounds together.
Fluency	Read with appropriate speed accuracy and expression
Comprehension	Processing text and understanding meaning
Inference	Reading between the lines and interpreting what is meant.

At the federation of Follifoot and Spofforth, we teach the following skills through phonics lessons, individual and whole class reading and guided reading sessions:

Concepts about print	Open front cover - Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right - Match spoken word to printed word (one-to-one correspondence)
Decoding and blending and knowledge of the alphabetic code	Sound talk words - Identify known phonemes, break words into chunks
Self-monitoring and self-correction	Stop if it doesn't make sense / sound right / look right - The adult should not intervene too quickly when an error is made, but allow time for the child to self-monitor.
Rereading	Reread a phrase or sentence to check, confirm, problem solve or self-correct. Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.
Phrasing and fluency	As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.
Retrieval	Locating information in text to answer a question.
Inference and deduction	Children should be encouraged to ask their own questions about their reading. They are taught using inference training texts and activities.
Authorial awareness	Point of view, linguistic choices, structural choices and context of text

## Creativity in English Reading

Creativity and knowledge should work together as creativity involves making connections and using existing knowledge to create new knowledge. At the Federation of Follifoot and Spofforth our curriculum is designed so that a purposeful and natural link is made between English and other subjects. In order to motivate and inspire our children, high quality texts are used from EYFS to Year 6 and where possible, link to theme that is being covered in Foundation Subjects such as History or Geography or the Early Years areas of learning. For example, in Year 5 and 6, children could apply their knowledge of a significant period in History to write a newspaper report from the viewpoint of a particular person from that time.

## Assessment in English Reading

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. At the Federation of Follifoot & Spofforth, learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age related way of obtaining the children's prior knowledge. Units of work are then personalised to the children.

Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher.

The table below outlines the Federations consistent approach assessments for the majority of children in reading

<b>Consistent Assessment of Reading across the Federation</b>				
<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring</b>	<b>Summer</b>
Reception	NFER Baseline School baseline Weekly Letters and Sounds assessment	Weekly Letters and Sounds assessment	Weekly Letters and Sounds assessment	Weekly Letters and Sounds assessment Completion of statutory Early Years Foundation Stage Profile
Year 1	Week 1 - Letter sound assessment Phase 2,3,4 Week 7/8 Phonics Screening check – outcomes to HT and SL Assessment of High Frequency words (Letters and Sounds 300)	Week 7/8 Phonics Screening check – outcomes to HT and SL  Weekly Letters and Sounds assessment	Week 4 and 8 outcomes to HT and SL  Weekly Letters and Sounds assessment	National Phonics Screening Check (June)  NFER standardised termly reading assessment giving standardised scaled score.
Year 2	Week 1 Letter sounds assessment – Phase 3,4,5 Week 7/8 PSC – outcomes to HT and SL (Those children not at WA at end of Y1) Assessment of High Frequency words (Letters and Sounds 300)	NFER standardised termly reading assessment giving standardised scaled score.	NFER standardised termly reading assessment giving standardised scaled score.	End of KS1 SATS Assessments Teacher Judgements made against Teacher Assessment Framework.
Year 3		NFER standardised termly reading assessment giving standardised scaled score.	NFER standardised termly reading assessment giving standardised scaled score.	NFER standardised end of year group reading assessment giving standardised scaled score.
Year 4		NFER standardised termly reading assessment giving standardised scaled score.	NFER standardised termly reading assessment giving standardised scaled score.	NFER standardised end of year group reading assessment giving standardised scaled score.
Year 5		NFER standardised termly reading assessment giving standardised scaled score.	NFER standardised termly reading assessment giving standardised scaled score.	NFER standardised end of year group reading assessment giving standardised scaled score.
Year 6		SATS papers give a standardised scaled score.	NFER standardised termly reading assessment giving standardised scaled score.	End of KS2 SATS Assessments Teacher Judgements made against Teacher Assessment Framework

## Subject Sequence Primary Phase Overview

### Subject – English Reading

Year Group	Expected Outcomes	Provision to achieve Outcomes overview	Assessment Check points
Reception	Expected or above in ELG Reading Secure in all phase 3 sounds and application. Woking within phase 4	Weekly individual reading 1:1 Regular shared/ whole class reading. Daily Phonics lesson (discrete teaching). Daily reading opportunities through well planned and purposeful play. Daily follow up for those children required following phonics session	<ul style="list-style-type: none"> <li>• Half Termly Letters and Sounds Assessment.</li> <li>• Statutory completion of Early Years Foundation Stage Profile.</li> <li>• Weekly Letters and Sounds check</li> <li>• Phonics Report to parents (Autumn)</li> </ul>
Year One	Achieve Working At (WA) in phonics screening. Achieve standardised score of 100+ NFER reading	Weekly Individual Reading 1:1 Weekly Group/ Guided Reading. Daily Phonics lesson (discrete teaching). Daily follow up for those children required following phonics session	<ul style="list-style-type: none"> <li>• Letter sounds Baseline</li> <li>• NFER Assessment (Summer)</li> <li>• Half Termly Phonics Screening Checks</li> <li>• Weekly Letters and Sounds check</li> <li>• Phonics Report to parents (Autumn)</li> </ul>
Year Two	Achieve at least expected (EXS) in end of KS1 reading assessment	Weekly Individual Reading 1:1 Weekly Group/ Guided Reading/ Comprehension Daily Phonics lesson (discrete teaching)	<ul style="list-style-type: none"> <li>• Letters and Sounds Baseline</li> <li>• Termly NFER Assessment.</li> <li>• Half Termly Phonics Screening Checks (for those not at WA at end of Y1)</li> <li>• KS1 SATs</li> <li>• Teacher Assessment Framework judgement</li> </ul>
Year Three	Achieve standardised score of 100+ NFER reading	Daily Independent Reading (reading for pleasure) Phonics and Spelling lessons Individual Reading Guided Reading	<ul style="list-style-type: none"> <li>• Termly NFER Assessment.</li> </ul>
Year Four	Achieve standardised score of 100+ NFER reading	Daily Independent Reading (reading for pleasure) Phonics and Spelling lessons Individual Reading Guided Reading	<ul style="list-style-type: none"> <li>• Termly NFER Assessment.</li> </ul>
Year Five	Achieve standardised score of 100+ NFER reading	Daily Independent Reading (reading for pleasure) Phonics and Spelling lesson Guided Reading	<ul style="list-style-type: none"> <li>• Termly NFER Assessment.</li> </ul>
Year Six	Achieve at least expected (EXS) in end of KS2 reading assessment. Achieve standardised Score at least in line with national average. Achieve positive progress score (above 0) in reading.	Daily Independent Reading Phonics and Spelling lesson Guided Reading	<ul style="list-style-type: none"> <li>• Termly NFER Assessment.</li> <li>• KS2 SATs</li> <li>• Teacher Assessment Framework judgement</li> </ul>

## Support in reading

The above table represents the typical pattern for the majority of children. As and where deemed appropriate and typically in conjunction with the SENDCO and or Head teacher further assessment may be undertaken to support children with additional needs.

We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

Where children do not reach milestones but are not identified as having SEND, individual interventions will be put in place to support these children. The following interventions will be considered:

- Phonics consolidation / recovery (of a particular phase).
- Phonics intervention for example, toe by toe, precision phonics teaching.
- Inference training.
- Daily blending word lists.
- Flash cards.
- 1:1 daily reading
- Paired reading/ reading buddy.
- Active Literacy.