



Edward Feild Primary School **READING** in a Nutshell



RESEARCH	Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, there is evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.
VISION	As a school, we want to enable all children to develop a love and appreciation of reading, and to become fluent and confident readers. We want to help them recognise that reading is a life-long skill and one that is essential to access learning throughout their lives.
CURRICULUM	<p>At EFPS we believe that getting children off to an early start in reading helps them to quickly build up the skills that they need to expand their knowledge and vocabulary. The two areas that are essential for this are:</p> <ol style="list-style-type: none">1. Word Reading: Good early phonics-based teaching of word-decoding skills. This helps children to recognise and understand the sounds that letter combinations make and to recognise and decode words.2. Comprehension: Supporting and encouraging children to engage with reading through book talk and discussion about text. <p>We believe competence in both dimensions is essential for children to read fluently and confidently. However, the balance between word recognition and language comprehension shifts as children acquire secure decoding skills and progress from '<i>learning to read</i>' to '<i>reading to learn</i>' for purpose and pleasure. Being able to decode is not enough on its own: unless children get regular practice and experience of reading, they will not build on their decoding skills.</p> <p>To develop children's reading skills, in Key Stage 1 we use popular and well-established reading scheme books, which provide the children with reading material that is pitched at the right level. In addition to their individual reading, all children have whole class reading sessions, twice a week, where they read and discuss a text in detail. These sessions are led by their class teacher and allow for directed time to focus on specific skills, such as word reading, phonic use, and basic comprehension skills. In Key Stage 2 the focus is on more sophisticated</p>

	comprehension and higher order reading skills (such as inference and deduction). This system of structured teaching and regular practice provides children with the tools they need to become confident, motivated and fluent readers.
IMPLEMENTATION EYFS/PHONICS	<p>In Early Years phonics is taught four days a week. Little Wandle Letters and Sounds Revised is used working from Phase 2 through to Phase 4, in line with the latest Government guidance that books should be fully decodable by children. By the end of the year, children will know all 44 phonemes as well as at least ten digraphs. During this time, structured games and reading activities are used which enable children to read and write with the new sound that is being taught. The reading activities develop and secure knowledge of the sounds and enable children to read and write using them. High frequency words are visited daily to develop confidence in reading. During phonics, high quality modelling is used, demonstrating how to segment and read these words to help children become more independent readers and writers.</p> <p>Children who need more support with phonics are then included in small group intervention work during the afternoons.</p>
IMPLEMENTATION KS1/PHONICS	<p>Phonics in KS1 also uses the Little Wandle scheme of work, newly introduced to comply with the latest Government requirements for Phonics teaching. Phonics sessions are held daily, with children using fully decodable books and being listened to by school staff. Books are taken home and shared with parents/carers to enable children to read at home with adult support.</p> <p>Progress in phonics is tracked throughout the year and support, both in class and with interventions, is put in place for children who need it. For children who have not passed the phonics screening check in Year 1, interventions are put in place from the beginning of the Year 2 to ensure they are able to make accelerated progress to reach the standard.</p> <p>In addition to phonics, reading books/stories are used to provide links into the wider curriculum and to allow children to explore issues raised in a range of topics/texts.</p>
IMPLEMENTATION KS2	<p>In Lower KS2, children who are identified as needing more targeted support work as part of a small intervention phonics group until they are secure in their learning and able to decode words independently. In Year 3, Project X (colour banded books) are used to ensure that children make progress in their reading and are challenged at progressive levels of difficulty. Project X books are changed weekly and their colour band is recorded and monitored.</p>

	<p>Year 3 children use coloured banded books for reading to an adult and they are supported so that they can progress to the next coloured book band. As children move through Lower Key Stage 2, they are taught how to choose a book for independent reading through looking at the blurb, opening paragraphs and considering whether they are able to read the opening with few mistakes.</p> <p>Independent reading in Years 5 and 6 involves children regularly choosing and changing books that they would like to read. Children are challenged (through reading bingo) to choose a wide range of genres and hence are exposed to a greater range of authors and styles of writing.</p>
<p>LIBRARY- READING BOOKS</p>	<p>Children across the school visit the library weekly to choose a book. The teacher takes their class and ensures that age-appropriate books are chosen. The books are taken home and changed regularly. Library sessions are used to introduce children to new authors and to share samples of undiscovered books. The exciting environment of the library helps to promote a love for reading. In addition, classes are encouraged to visit Kidlington Library, to see how reading and books are available in the community.</p> <p>Children in EYFS and KS1 are all given reading books which are phonetically decodable, which the children take home. Children are heard to read regularly; the Little Wandle scheme of work says that children should read a text three times to be able to fully decode and fully understand its meaning.</p> <p>As children master the phonics scheme of work and move into Year 3 they are given banded books and can take home an extra reading book which is chosen with their reading buddy or teacher or teaching assistant, ensuring it is appropriate for their level.</p> <p>In Years 4, 5 and 6, children are able to choose their reading books to take home from the library. Their choices are monitored by staff, and they are encouraged to choose from a wide variety of text types. Children have a reading record sheet to record their home reading. These encourage children to reflect in their enjoyment of their book and, in Years 5 and 6 encourage children to access a range of genres.</p>
<p>WHOLE CLASS READING</p>	<p>In EYFS, book talk sessions are held every other week where vocabulary-rich books are used to introduce new words that are beyond the children’s ability to access independently. The sessions are held in small groups, so everyone can access them, and the adult can ensure understanding through modelling comprehension skills.</p> <p>As well as phonics, reading is taught to the children in KS1 through Whole Class Reading. The children have three sessions a week which use the ‘Reading Domain Dogs’ to help the children become familiar with the content domains. High quality texts linked around the topic are used in the sessions, rich with opportunities for</p>

	<p>inference, retrieval, vocabulary discussion and other domains. This whole class approach is then followed up at the end of the week by the class teacher reading with groups of children to reiterate the content domain in a smaller group and to hear them reading independently.</p> <p>In KS2, the content domains are used to plan and teach Whole Class Reading. These texts might be shorter in length to encourage speed reading and rapid recall, or longer to develop skills in scanning, skimming and summarising. In common with KS1, domains are used as a planning tool for reading comprehension and aim to develop higher order reading skills such as inference, summarising and making comparisons across a text, and in comparison, with other texts.</p>
<p>CHALLENGE and SUPPORT</p>	<p>Children are challenged to read across a range of authors and genres and to explain how authors create effects or use language. Texts used in class may be more challenging and help children expand their vocabulary and select phrases to use in their own writing.</p> <p>Children with SEND will have a pupil profile written according to their needs. They may benefit from small group reading, 1:1 support or increased use of phonics scheme/Project X to help them with fluency and understanding. A child may also work closely with their class teacher to be supported by in the moment feedback.</p> <p>Pupil Premium funding is used to buy children in receipt of pupil premium their own copy of books which are being used in class.</p>
<p>READING FOR ENJOYMENT</p>	<p>In line with the new National Curriculum, each class also shares a class book which is read by the class teacher daily so that children experience authors and books that they might not choose to read themselves, have more opportunities to hear reading modelled and access more challenging vocabulary.</p> <p>Reading buddies, who read with less confident readers twice a week, are used for support with decoding and blending.</p> <p>We encourage parents and carers to support children’s reading development and help foster a love of books by regularly reading with them at home, discussing and sharing books.</p> <p>Each term, a ‘book recommendations’ KS1 and KS2 assembly is held to promote high quality texts.</p> <p>We have contact with the local library, from which a librarian has visited to promote the reading challenge for the summer holidays and which classes are invited to visit.</p> <p>We also hold a yearly book fair for children and parents.</p>

	<p>During the school year, we use different systems to promote a love of reading across the school, for example a reading bingo in Years 5/6 or Reading for Pleasure Folder reviews in Years 3/4. These are currently in review to look at how each class reads regularly.</p> <p>Throughout the year, the school hosts different competitions and schemes to promote reading such as “Guess the reader”, book recommendations in class, Reading Ambassadors and Book Celebration List.</p>
READING ASSESSMENT	<p>See ‘Assessment in a Nutshell’ document.</p> <p>Reading is currently assessed using CGP comprehension materials, but a range of alternative assessment materials are currently being evaluated. In particular, we wish to develop standardised scores throughout the school</p>
READING FEEDBACK	<p>See ‘Feedback in a Nutshell’ document.</p> <p>Feedback is offered in class when looking at text reading to discuss challenging passages and exploring new vocabulary.</p> <p>In the moment feedback is given during reading comprehension sessions, whole class reading and group reading. Assessment papers, especially in Y2 and Y6 are reviewed with the class and question types are analysed.</p>
READING IMPACT	<p>Data: As of March 22, class data was discussed at staff meetings and scrutinised by staff teams. The number of children working below the expected level halved between October 21 and March 22.</p> <p>All classes have returned to having a weekly library session after a pause during Covid) and reading for pleasure is part of the class routine. Children encourage one another to read, with book recommendations on display throughout the school. Feedback from colleagues reports a positive response to Book Celebration Week, with parents reporting more enthusiasm for reading at home. The children across the school were proud to respond to the same shared text and create a whole school display.</p> <p>As a response to the school’s commitment to reading, an appeal was made to Kidlington Charity Bingo, with £500 donated to the school. This will be spent on books chosen by the Reading Ambassadors.</p>