



# Priestley Primary School

## Reading at Priestley

Autumn 2020



### Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused and Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

### Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

### Vision

Reading is the key to unlocking the rest of the school curriculum and is a crucial life skill. As such, reading needs to be right from the very start of a child's school journey. At Priestley Primary Schools we aim to make all of our pupils 'readers'. We aim to ensure a balanced mix of approaches to reading so that our children achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature.

*'The more that you read, the more things you will know. The more you learn, the more places you'll go.'*

*Dr. Seuss,*

### Aims

We believe reading underpins many other aspects of learning and is of vital importance.

- ✓ Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently.
- ✓ Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read.
- ✓ Give our children the reading skills they need to access all areas of the curriculum.
- ✓ Enable children to access, understand and begin to manage information.
- ✓ Help children begin to understand the meaning of what they read and what is read to them.
- ✓ Help children make responses to what they read, justifying those responses.
- ✓ Allow all children to use reading to become immersed in other worlds...both real and imagined!
- ✓ Involve parents in improving their child's reading through training workshops, school library, home-share diaries and home-share books, including e-books with phonic Bug Club.
- ✓ To give reading a high priority in school, promoting a good model of reading with expression, enjoyment and understanding, through daily shared reading and access to books in an inviting reading area.
- ✓ Reading has a high status at Priestley with success celebrated in assemblies through our Reading Around the World Challenge.

### Teaching & Learning

At Priestley Primary School, we consider ourselves a community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- ✓ Story time

- ✓ Opportunities for silent reading time
- ✓ Shared comprehension exercises, focusing on the different skills of reading
- ✓ Providing reading areas that inspire our children to read
- ✓ Reading with the individual children who need our support the most
- ✓ Book talk sessions where teaches model how to find evidence to support answers, and children have a go at doing this themselves
- ✓

A good Reading Curriculum begins with quality books children must have access to both phonetically decodable books appropriate to their phonics knowledge and quality texts to share with their families for pleasure. The Teaching of Reading Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print.

Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;

These are to be taught during shared reading (book talk/ comprehension/ daily English etc).

In addition to this, children should:

- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

In any good curriculum, there is has to be a focus on building strong foundations, and this is particularly key to reading. Our aim is surely for all children to leave our provision being confident, resilient readers, able to decode and understand a wide range of different texts across the curriculum. We want children to love reading, and that can only happen if children can read. This begins with early reading and phonics. In order for this to happen, we have a clear vision and methodology for the teaching of early reading. We have a carefully chosen phonic scheme, teaching methods, assessment and intervention in place.

### **Structure of Reading at Priestley**

**Class Reads:** The teacher will read to the children, or allow children to read to the class, for 10 mins at least 3 days per week.

**Book Talk:** the class will read challenging texts and discuss the content and meaning. During this session, the teacher models how to craft written answers to questions, with quotations to support.

**Comprehension lessons:** Once a week, for a minimum of one hour, children are taught how to read and answer questions on the different elements of reading, such as prediction, summarisation etc. They then have independent work time to practise the skills learnt in this session and in the book talk session.

**Book Studies:** Pupils at Priestley will have book studies during each term. These take place in daily English lessons over a number of weeks and involve quality discussion about the book, content and meaning and have opportunities to write using the authorial techniques learnt.

**Interventions:** For the lowest readers in school, an adult is assigned to them so that they are heard read more regularly (at least twice per week). Some pupils will be supported by volunteers who hear individuals read We also run group interventions, such as rapid reading and comprehension skills intervention, which is run by teaching assistants and teachers.

### **Early Reading**

#### **What is Phonics?**

*"Phonics is a way of teaching children to read quickly and skilfully. They are taught how to recognise the sounds that each individual letter makes and identify the sounds that different combinations of letters make. Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read."*

DFE 'Information for Parents' 20131

At Priestley Primary School, we use a systematic teaching of phonics to support children in learning to read and write. High quality texts are used to drive children's enthusiasm and motivation for reading and writing. Guided and independent writing give children opportunities to apply their phonic knowledge. Shared reading and individual reading sessions also allow children to apply their phonic knowledge.

### **Objectives**

To ensure that children progress in their phonic knowledge through:

- ✓ Daily phonic sessions
- ✓ Phonics being promoted as a tool to help children decode words to read and spell
- ✓ Children being encouraged to use and apply their phonic knowledge in independent work, guided writing sessions and individual or group reading where appropriate.

### **Planning**

Priestley Primary School plans phonics based on the 'Letters and Sounds' 2007 which meets the core criteria for phonics teaching set out by the DfE. We are supported by Phonic Bug Club, Phonics Play and Twinkl. Teachers work to provide children with a hands-on, immersive experience into learning phonics. We have worked to develop systematic teaching sessions to ensure all children are applying their knowledge as well links to other areas of the curriculum.

Teachers in EYFS and Year 1 follow yearly, medium term and weekly plans to ensure phonics is taught in a systematic way to allow children to make progress. The phonics planning gives opportunity for sounds to be revised, new sounds to be taught, children to read and write words and apply their learning through a game or activity. In Year 2 we cover phase 6 of the program and look at different spelling patterns.

### **Teaching**

All children in EYFS, Year 1 & Year 2 have a daily phonics session of 15-20 minutes. Children are assessed as a baseline when they enter EYFS and periodically assessed against the phases to ensure children continue to make progress. Other assessment of independent reading and writing also ensures a rounded picture of children's application of their phonic knowledge.

Reading requires two skills...

### **Phonics and Word Recognition**

- ✓ The ability to recognise words presented in and out of context.
- ✓ The ability to blend letter sounds (phonemes) together to read words.

### **Understanding**

- ✓ The ability to understand the meaning of the words and sentences in a text.
- ✓ The ability to understand the ideas, information and themes in a text. If a child understands what they hear, they will understand the same information when they read.

### **EYFS**

As children start in EYFS, an emphasis of phonics teaching will support children's understanding that letters represent sounds in spoken words which will support their decoding of the printed word. 'Letters and sounds' will be used as a basis for a daily phonics session.

An interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books. Books are shared with the children daily (this is through the reading spine collection) and children are motivated to look at and talk about story and information books in their child-initiated play by utilising books in all areas of the provision. Each child will take home a reading book to share with their families over and over. Throughout child-initiated learning time children have the opportunity to explore books of their own interest in quiet and inviting book corners.

### **Year 1**

In Year 1 Children continue to work through the phonic phases of 'Letters and Sounds' with a daily phonics lesson and, in addition, will complete a guided reading session daily in differentiated groups. Book banding is used to identify a child's reading level. Objectives and success criteria are taken from the National Curriculum and are

matched to the child's ability. Children will focus on one book per week and will work on a range of activities to support reading behaviours and learning.

Throughout the week children are encouraged to change their home-share book at least twice a week. They are directed by their teacher to the appropriate book band for their reading ability. Daily shared reading is developed through 'the 'Reading Spine' books and cross curricular teaching as teachers support children's understanding of more complex texts through discussion and role play.

Children have opportunities when they come into school and throughout the day to explore books of their own interest in quiet and inviting book corners.

## **Year 2**

As children progress into Year 2, phonics teaching continues to ensure children's fluent decoding of new words to support their reading. Children will also learn to derive meaning from what they read, either in the form of retrieval of facts or developing skills of inference and deduction.

Reading sessions will take place five times a week. Objectives and success criteria are taken from the National Curriculum and Content Domains and are matched to the child's ability. Book banding is used to identify a child's reading level. In Year 2 children change their home share books twice a week and are directed by their teacher to the appropriate book band for their reading ability. All children are expected to be able to discuss the books they have read at home. Daily shared reading is developed through the 'Reading Spine' books and cross curricular teaching as teachers support children's understanding of more complex texts through discussion and role play.

Children have opportunities when they come into school and throughout the day to explore books of their own interest in quiet and inviting book corners.

## **KS1 Reading Journeys and activities to support the development of reading skills.**

Our Reading Journeys take a variety of forms and are completed by the children on their own, by working in pairs, through dialogue between teachers and children and in collaboration with others. Our Reading Journeys provide space for reflection and evaluation. Entries can take a variety of forms such as: Jottings, notes, diagrams, grids, charts, mind maps, questions, poems, playscripts and so on.

Our Reading Journeys are suitable for children of all abilities and should not be the preserve of the more able. They enable our children to speculate and hypothesise and allow them to collect ideas that they may come back to later when discussing and writing about texts. Reading Journeys also provide teachers with valuable evidence of what children can do when working away from the guided reading group or teacher-led activities. Our Reading Journey activities are built on the Content Domains:

### **Content Domains**

1a - draw on knowledge of vocabulary to understand texts

1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c - identify and explain the sequence of events in texts

1d - make inferences from the text

1e - predict what might happen on the basis of what has been read so far

We also still support decoding of texts and the sheer pleasure of reading.

## **KS2**

Reading sessions will take place five times a week. Objectives and success criteria are taken from the National Curriculum and Content Domains and are matched to the child's ability. Book banding is used to identify a child's reading level. In Year 2 children change their home share books twice a week and are directed by their teacher to the appropriate book band for their reading ability. All children are expected to be able to discuss the books they have read at home. Daily shared reading is developed through the 'Reading Spine' books and cross curricular teaching as teachers support children's understanding of more complex texts through discussion and role play.

Careful study and immersion in the reading genre over several days leads to children attempting writing in that same genre. This is usually during a unit of work lasting several weeks. Over the unit there will be a balance of shared reading and writing activities. Children have daily English sessions. It is also necessary to have additional

sessions for the explicit teaching of comprehension and SPAG skills. Provision is made for children who require extra support through specific intervention programmes and differentiated class teaching/independent tasks. Children have opportunities when they come into school and throughout the day to explore books of their own interest in quiet and inviting book corners.

### **KS2 Reading Journeys and activities to support the development of reading skills.**

Our Reading Journeys take a variety of forms and are completed by the children on their own, by working in pairs, through dialogue between teachers and children and in collaboration with others. Our Reading Journeys provide space for reflection and evaluation. Entries can take a variety of forms such as: Jottings, notes, diagrams, grids, charts, mind maps, questions, poems, playscripts and so on.

Our Reading Journeys are suitable for children of all abilities and should not be the preserve of the more able. They enable our children to speculate and hypothesise and allow them to collect ideas that they may come back to later when discussing and writing about texts. Reading Journeys also provide teachers with valuable evidence of what children can do when working away from the guided reading group or teacher-led activities. Our Reading Journey activities are built on the Content Domains:

2a- give / explain the meaning of words in context

2b - retrieve and record information / identify key details from fiction and non-fiction

2c -summarise main ideas from more than one paragraph

2d -make inferences from the text / explain and justify inferences with evidence from the text

2e -predict what might happen from details stated and implied

2f -identify / explain how information / narrative content is related and contributes to meaning as a whole

2g -identify / explain how meaning is enhanced through choice of words and phrases

2h -make comparisons within the text

### **Reading for Pleasure**

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Books are used to enhance displays and to provide reference points for deeper learning. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Each classroom has a dedicated reading area to encourage and motivate children to read. These areas provide a comfortable and relaxing area where books can be shared and enjoyed and are changed on a termly basis to ensure that interest is maintained. Each classroom reading area is stocked with a rich variety of books based upon the children's interests thus allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy.

### **Story Time**

Throughout school, story time is implemented into the daily timetable to promote the love of reading. This is where teachers and support staff read regularly to the children modelling the use of intonation and expression to bring characters to life and to expose the children to a wide range of literature such as stories, poetry and information texts. This helps to extend children's vocabulary and comprehension, as well as support their writing.

## **Assessment**

Assessment is carried out at the end of each Phonics phase to assess the children's knowledge. This information is used to identify areas that need to be revised or repeated as well as any further support parents could do at home. At the end of Year 1, the Phonics Screening Check looks at children's ability to decode real words and pseudo words.

- ✓ All phonics assessments are carried out by the class teacher.
- ✓ At the end of each phase in Letters and Sounds pupils will be assessed on their progress.
- ✓ As a result of assessments, children are able to progress at their own pace and according to their own needs.
- ✓ Phonics assessments should be passed on during transition to a new class in order to ensure continuity of progress.
- ✓ In Year 1 children will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard, then additional support will be put in place in order for the child to make accelerated progress with their reading and writing.

- ✓ Children in Year 1 – Year 6 complete Twinkl Reading assessment Comprehensions x3
- ✓ Children in Year 1 – Year 6 work through reading book bands

### **Cross Curricular Links**

Phonics is seen as one aspect of a rich literacy environment. In EYFS, a self-access phonics area helps children immerse themselves in the different sounds as well using it in many aspects of their play. Outside, children are encouraged to go on sound or letter hunts, practise writing letters in the sand or making signs using their phonic knowledge for different areas of the provision.

The modelling of writing and reading may be an appropriate time to notice different letter sounds or non-decodable words all the while ensuring the meaning of a word or story is not lost.

In Year 1 and 2, phonics is linked to literacy through dramatic progress in writing.

### **Parental Partnerships**

Home Reading at Priestley Primary, we value the importance of parental partnerships in order to provide the best education for their child. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage. Each child from Reception to Year 6 take a 'reading book' home every day, this is a book that the children choose supported by a member of staff to ensure that the text is accessible and in line with their reading ability. Parents are asked to comment/sign their children's reading record book every time their child reads at home. Parents are also provided with guidance about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are being practised and how to praise specific elements such as intonation and fluency.

#### **Parent Workshops**

During the year, Parent workshops are delivered. Within these sessions, parents are able to observe how reading is taught within school and gain advice on how to support their children at home is shared with support packs with resources to use are provided.

### **How Does our Book Stock Support Reading?**

In terms of book stock, we have focused on two strands: a school's reading scheme and the other books a school use to promote a love of reading. These two aspects are intertwined to create a holistic reading offer. We have ensured that the books we use as our reading scheme are closely linked to our chosen phonics programme, so that children can practise and consolidate the GPCs they have already learned.

Although phonically decodable books are key to children learning to read, there is also a need to expose children to a wide range of texts to build their love of reading. It is important that children listen to texts regularly to build their understanding of reading and the wider world. This happens in story time, but also in Reading sessions, where sometimes the focus can be on enjoying a text being read aloud and understanding, rather than individual reading and decoding.

#### **Reading**

Reading is celebrated through the topics that children are immersed in. Topics are based on popular children's books and authors. Parents and carers are informed of these books prior to the start of the topic, so they can read the text with their children at home.

#### **Reading Impact**

At Priestley Primary, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.

### **Equal Opportunities**

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley schools, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

### **Safeguarding Statement**

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

### **Review**

**ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES**

**Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.**

**To be reviewed September 2021**

	Book Band/ Colour	Priestley Score	Words	Phonics Phase	Expected for year group at end of year	Lexile Scale
Reception	0 Lilac	Lilac	0	Phase 1	F1	
	1 Pink	Pink	Under 25	Phase 2	F2	0 -75
	2 Red	Red	25-45/ 45-80	Phase 2/3	F2	75 - 125
	3 Yellow EYFS Expected	Yellow	80-120	Phase 3/4	F2, Y1	125 - 200
Year 1	4 Blue	Blue 1.1	100-200	Phase 4	F2, Y1	200 - 225
	5 Green	Green 1.1	200-300	Phase 4	Y1, Y2	225 - 300
	6 Orange	Orange 1.2	300-450	Phase 4/5	Y1, Y2	300 - 325
	7 Turquoise Yr.1 Expected	Turquoise 1.3	450-600	Phase 5	Y1, Y2, Y3	325 - 400
Year 2	8 Purple	Purple 2.1	600-850	Phase 5	Y2, Y3	400 - 475
	9 Gold	Gold 2.1	850-1100	Phase 5/6	Y2, Y3, Y4	475 - 575
	10 White	White 2.2	1100-1500	Phase 6	Y2, Y3, Y4, Y5	575 - 625
	11 Lime Yr.2 Expected 2.3	Lime 2.3/3.1	1500-2000	Phase 6	Y2, Y3, Y4, Y5	625 - 650
Year 3	12 Brown Yr.3 Expected 3.3	Brown 3.2/3.3/4.1	Over 2000	Year 3	Y3, Y4, Y5, Y6	650 - 725
Year 4	13 Grey Yr.4 Expected 4.3	Grey 4.2/4.3/5.1		Year 4	Y4, Y5, Y6	725 - 750
Year 5	14 Navy Yr.5 Expected 5.3	Navy 5.2/5.3/6.1		Year 5	Y5, Y6	750-900
Year 6	15 Burgundy Yr.6 Expected 6.3	Burgundy 6.2/6.3		Year 6	Y6	900-1000
Year 6	16 Black Yr.6 GD 6.3+	Black 6.3+		Year 6 +	Y6	1000+
Year 6 GD	17 Black + Yr.6 GD+	Black + 6.3++		Year 6 ++	Y6 GD	1000+