



READING & PHONICS GUIDANCE

RATIFYING COMMITTEE	Educational Standards & Achievements Committee
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Ravenbank Primary School Reading & Phonics Guidance

Intent

Our overarching intent for Reading at Ravenbank Primary School is to promote high standards by equipping pupils with strong phonics knowledge and reading skills, and to develop their love of literature through widespread reading for enjoyment.

We enable children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins.

Ravenbank's approach to the teaching of reading will:

- foster a love of reading across the curriculum and encourage an appreciation of its value
- develop fluent, reflective and independent readers through a structured focus on word, sentence and text level knowledge
- be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress
- excite and stimulate children through active learning in which they enjoy achieving and progressing
- use phonics, reading and writing skills together to connect and develop each of these aspects
- encourage consistency of teaching and learning across the school in this area
- accelerate children's literacy learning leading to improvements in attainment, both in relation to the Phonics Screening Check and throughout the school

Implementation

Early Reading

Phonics and Reading is delivered to children in the EYFS and Key Stage 1 via the 'Read Write Inc.' Phonics Scheme.

Read Write Inc. Phonics is an inclusive English programme which teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. Children learn the alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency and comprehension increases. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice. Linked high quality story books are read to the children regularly which set the context for their learning and further develop their reading and comprehension skills. Children also enjoy frequent Storytime sessions with the class teacher across the week.

Writing with Read Write Inc.

The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. They practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly. Children's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

Organisation of Read Write Inc.

Read Write Inc. is taught daily for 4 days per week and sessions last for up to 1 hour per day depending on the child's age and stage of development. It is taught by teachers and teaching assistants, all of whom are trained in the delivery of this scheme. Children are grouped according to their progress. Assessments take place on a half-termly basis in order to track progress and inform future planning.

Inclusion in relation to Read Write Inc.

Children develop at different paces and need differing levels of support to fulfil their potential. They are assessed on a half-termly basis and allocated to a teaching group based on their attainment and progress. Should a child progress faster than the rest of the group, further assessments are delivered and the child moved to the correct group. Where necessary, additional 'keep up not catch up' interventions are provided for children on a 1:1 or small group basis. Lessons and interventions are multi-sensory and are tailored to the individual needs of each child.

Children remain on the Read Write Inc. programme until they have passed the Phonics Screening Check. Beyond Key Stage 1, this is delivered as an intervention in small groups with a fully trained member of staff. If children still require support in years 5 and 6, they progress to the 'Fresh Start' programme which follows on from Read Write Inc.

Beyond Read Write Inc.

The majority of pupils complete the Read Write Inc. scheme by the end of Autumn Term in Year 2. At this point, they adopt the approach to teaching reading that is followed by the rest of the school.

Reading is taught in a variety of ways at Ravenbank, including shared reading, guided reading, whole-class reading of quality literature and listening to individual readers. It stretches across the curriculum by using texts that have been carefully selected for their quality and purpose. Reading comprehension skills are developed through the children's experience of high quality discussions with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Class teachers listen to each child read on a weekly basis during a structured guided reading session. Sessions may be more frequent depending on the child's individual needs and stages of development. Children who are working below age group expectations will have daily intervention with an adult. During guided reading sessions, a carousel of reading activities take place for the children not reading with an adult. These activities include: reading comprehensions; reading for pleasure; listening to audio-books; book club activities and activities that focus on the key reading comprehension skills. These skills include: inference; prediction; retrieval; vocabulary; summarising and commentating. They also encourage children to think like an author and scrutinise texts in this manner.

The younger children enjoy daily Storytime sessions with the class teacher, sharing high quality picture books from significant authors. As the children gain in maturity, longer chapter books are read to the children on a half-termly basis. These books are chosen in order to challenge all children and are beyond the level at which the children read independently. Adults model reading with fluency, intonation and expression to the children and develop their comprehension with in depth discussions and activities linking to the texts. When selecting texts, in addition to considering the quality of the text, care and attention is given to ensure that the Fundamental British Values are promoted. Classic literature and a broad range of genres are included in order to develop each child's cultural capital beyond that which is familiar.

Home Reading Books

All home reading books are closely linked to the child's reading ability. Children on the Read Write Inc. scheme have corresponding book bag books. Once the children have completed the requirements of the Read, Write Inc. scheme and secured their phonic knowledge, a variety of reading schemes are used to support readers. Children have the opportunity to read differently structured scheme books as well as school library books at home. Children progress to become 'free readers', when they are encouraged to select high quality texts as their home reading books. The timetable for the changing of reading and library books is outlined in [Ravenbank's Homework Policy](#).

Children are encouraged to read a variety of texts and share books with their parents and carers. We want them to develop an enjoyment and life-long love of books and reading. We hope that interaction with quality books will help to inspire them as writers.

Class Readers & Cross Curricular Links

In order to develop children's skills across the curriculum, they need to be fluent readers with a sound level of comprehension. Reading is promoted across the curriculum at Ravenbank and high-quality texts are shared with the children that link directly to learning taking place in class. The children in EYFS and Key Stage 1 have a daily Storytime session with the teacher. Higher up the school, chapter books are shared on a half-termly basis. The children will listen to the teacher read at least weekly.

Themed fiction and non-fiction books are available in classrooms for children to access independently, which encourage children to broaden their knowledge of a subject whilst developing their reading skills.

Parents & Carers Partnership

Parents and carers play a key role in helping their child learn to read. The enjoyment of shared reading with a family member can ignite a passion for reading that can last a lifetime. Reading workshops are delivered for the parents and carers of children in both EYFS and Year 1 on an annual basis. Parent helpers are actively encouraged to support children in school by listening to children read during the school day.

Parent/carer communication is encouraged via a reading record book and older children are encouraged to undertake Reading Journal activities.

Assessments

From the end of the Summer Term in Year 1 and beyond, the children are assessed termly in Reading. Years 2 and 6 use SAT papers in preparation for their SATs, all other year groups use NFER tests. This data is used alongside ongoing teacher judgement to plan reading activities that are closely matched to individual children's age and stage of development. Formative assessment is used in between these times to ensure that children's learning potential is maximised. Any child not on track to meet age related expectations receives daily intervention with a member of the teaching team.

Reading Environment

Every classroom has their own reading area containing high quality, age appropriate literature, which includes baskets labelled with the following genres: Fiction; Non-Fiction; Poetry; Theme basket (relating to learning in class); Recommended Reads and First News (Key Stage 2).

The school library is well resourced and inviting. Children are encouraged to change their library books on a weekly basis. Lunch and break time activities take place daily in the library for children of all age groups, organised by trained Year 6 Librarians.

Whole School Initiatives

In order to promote the value of reading and foster a love of literature, the school also offers the following experiences annually:

- school book fair
- The Big Book Challenge
- whole-school visit from an author, illustrator or poet

Learning Outside the Classroom

Children can use their reading skills in a variety of settings outside of the classroom and beyond the school. For example, outdoor treasure hunts with clues to read; reading and listening to stories in the nature area; acting out stories on an outdoor stage; reading signs and other sources of information; reading recipes to bake a cake; playing board games or reading information on a smartphone or laptop. Perhaps the most important reading that takes place beyond the classroom is when parents and carers share stories with their children at bedtime, fostering a love of reading from an early age.

Impact

The teaching of reading at Ravenbank is progressive and planned to meet the needs of all children. Assessments are carried out regularly and are used to inform teaching and learning. The reading materials provided for the children encourage them to read for pleasure and foster a love of reading.

The children are supported and encouraged to reach their full potential in reading. They are confident and able readers, who demonstrate a love of literature and an enthusiasm for learning. This is evidenced by our excellent end of Key Stage and Phonics Screening Check results.

Useful Websites and Documents

clpe.org.uk. (2020). *Choosing and Using Quality Children's Texts – What we Know Works*, [online] Available at <https://clpe.org.uk/library-and-resources/what-we-know-works-booklets/choosing-and-using-quality-childrens-texts-what-we>

Books for Topics – Top Books for Each Year Group, [online] Available at <https://www.booksfortopics.com/yeargroups>

CLPE (2020). *Core Book List*. [online] CLPE. Available at: <https://clpe.org.uk/corebooks/about>

clpe.org.uk (2019). *Reading for Pleasure – What we Know Works*. [online] Available at: <https://clpe.org.uk/library-and-resources/research/reading-pleasure-what-we-know-works>

Education Standards Research Team (2012). *Reading Evidence on Reading for Pleasure*. [online] DfE. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

English programmes of study: Key Stages 1 and 2 National Curriculum in England. (2013). [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

“Children’s Book Reviews, Recommendations and Free Opening Extracts | Lovereading4kids UK.” <https://www.lovereading4kids.co.uk/>

National Literacy Trust. (2019). *Research reports | National Literacy Trust*. [online] Available at: <https://literacytrust.org.uk/research-services/research-reports/>

National Literacy Trust. (n.d.). *Resources*. [online] Available at: <https://literacytrust.org.uk/resources/?phase=primary>

Oxford Owl Read Write Inc. Guide for Parents [online] <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Read Write Inc. Phonics – Learning to Read at Home https://www.ruthmiskin.com/en/find-out-more/parents/?mc_cid=71ef745098&mc_eid=8851bf28a2