



Subject routeway

Subject: Reading

Lead: Anne-Marie Mendieta

1. Curriculum intent:

At Unity Primary we believe that all children can become fluent readers and our English curriculum supports children to become enthusiastic and skilled readers of a range of genres. By the end of Key Stage 2, children are ready to move on to the next stage of their education as confident readers who can cope with the demands of the curriculum and of the modern world around them.

Reading is at the heart of our curriculum, and we aim for every child to develop a love of books and reading. We believe all children, from Nursery to Year 6, benefit from hearing excellent books read aloud well. Our teachers select appealing, high-quality texts for reading aloud, which draw children in, help them experience the magic of books, and enable them to access texts which they cannot yet read independently.

We work with Manchester Libraries and other partners to ensure that children ensure author visits and author-themed enhancement activities.

2. Inclusion

We aim for all children to access whole class Phonics teaching using the *Little Wandle Letters and Sounds Revised* scheme. This is supplemented by Rapid Catch Up for children joining the school without a firm foundation in Phonics. Specialist SEND resources are used for children who need this level of support. We use individual adult support, strategic placement in classroom and technology (e.g., visualiser, microphone system) to allow our pupils with additional sensory needs to fully access whole class teaching.

In Key Stage 2, our choice of reading material is designed to ensure access to a wide range of high-quality texts including age-appropriate texts reflecting a wide range of cultures, role models and the diverse families in modern Britain. Some children access separate guided reading sessions focused on the skills they need to develop at their stage of learning.

3. Sequencing

In Early Years and Key Stage 1, we secure the fundamental basics of reading and writing through daily high-quality phonics lessons and guided reading lessons using the *Little Wandle* systematic phonics scheme.

Foundation for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children to meet the curriculum expectations for 'Communication and language' and 'Literacy'.

UN Convention on the Rights of the Child, Article 28 – Every child has the right to an education.



These include:

- o sharing high-quality stories and poems
- o learning a range of nursery rhymes and action rhymes
- o activities that develop focused listening and attention, including oral blending
- o attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2/3 of the Autumn term.

We follow a progression document which we ensure meets the needs of the children first and foremost that usually follows:

- o Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- o Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Phonics lessons in Year 2

In Year 2 phonics is taught up until the end of Autumn 2. At the end of Year 1 we check for gaps in learning and reteach all gaps in Year 2. Children are taught a 30-minute lesson each day. At the end of Autumn 2 all children are re-assessed using the *Little Wandle* assessment. Any children who need more phonics support will get this through intervention and rapid catch-up teaching.

We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.

Guided Reading in Reception and Key Stage 1

Children access small group Guided Reading in Reception and Key Stage 1; these groups are determined by up to date, accurate phonics assessment information. Guided Reading lessons allow the children to work with a small group of peers who are reading at a similar skill level. Teachers are supported to plan Guided Reading to target the full reading content domains of the National Curriculum.

Key Stage 2

Our children begin Key Stage 2 with a secure knowledge of phonics and reading, and continue to broaden their reading skills, thinking carefully about what they read and deepening their understanding of texts. A high quality, structured programme of whole class guided reading in Key Stage 2 gives the children access to appropriately challenging texts and supports children to develop the strategies and skills that support fluency and comprehension.

Our reading curriculum follows the requirements and structure of the National Curriculum and the reading framework guidance. Exposure to age-appropriate, engaging and challenging texts is ensured through the Pie Corbett Literature Spine from Nursery to Year 6.

In KS2, Whole Class Guided Reading is the method of delivery, with small group intervention provided for those children who still need to access further intensive support.

We work hard to engage parents in their children's reading and to promote reading as the central skill to access all aspects of education. We support parents who lack confidence in helping their child by offering workshops. We have structures to track home reading and provide extra reading opportunities for those children who are not getting support at home.

4. Milestones

Assessment of Phonics is done daily through formative assessment and formally at the end of each half-term. This is submitted onto the Little Wandle assessments tracker and also monitored by the reading lead who works with the teaching staff to identify children in need of additional support. The Reading Lead works closely with the English Hub specialists where possible. During lessons, our teachers check pupils' understanding throughout and identify misconceptions as they arise. Feedback is always clear and specific and identifies next steps for the child.

In Year 1 (and for some children in Year 2) children take the statutory Phonics Screening Check.

Assessment of Reading is on-going in Guided Reading sessions and assessed formally three times a year during assessment week. Data is then analysed through our Pupil Progress system and corrective interventions planned and delivered as needed. During Guided Reading lessons, our teachers check for misconceptions, probe understanding and identify specific areas for development in order to inform planning and ensure progress.

5. Work with parents and families

From the start of school, we aim to work collaboratively with parents, to ensure that children are supported to develop a love of reading and provide an opportunity for them to further develop reading skills.

In the EYFS, parents can choose books from the class lending libraries, in addition to books which are sent home that match their phonics learning - both as physical copies and e-books on the Collins E-book system.

In KS1, children continue to receive weekly books, which are matched to the sounds that learners can read. These are physical books and e-books. Children are also encouraged to choose their own 'sharing book' – a library book which should be enjoyed with families. This helps the children to begin develop preferences and likes/dislikes.

From mid-Y2 onwards and into KS2, once children have finished the Little Wandle scheme, they move on to the banded books in the library, which follow a sequential programme and build on the reading skills the children are developing in class. They are still encouraged to be choosing 'sharing books' to widen their learning experiences and develop their love of reading.

When the children are classed as 'free readers' following assessment, they are then encouraged to be selecting books which help to develop their reading preferences (genres and authors) and orchestrate and reinforce all of their reading skills.

We support parents further by providing videos and links on our Class Dojo pages, such as staff reading to children and links to Little Wandle support documents. These are in addition to any workshops and events that parents can access, allowing them to develop their own knowledge of how we teach their child to read. We discuss reading at Parents' Evenings and how children can be supported more at home. Events such as World Book Day are marked annually at school, and families encouraged to get involved.

6. Professional development

We have conducted extensive observations of Phonics and Guided Reading lessons to ensure high quality and consistent teaching. On-going support is offered by the Reading Lead/Assistant Headteacher and the Deputy Headteacher, in collaboration with support from the Arch English Hub. The Reading Lead has accessed expert training over a number of years from a leading Manchester Teaching School. She is expertly placed to support staff training. The Reading Lead continues to access up to date training which is evidence-based, in order to provide the most up-to date training and CPD for staff.

Our planned series of learning walks and observations are linked to a programme staff meetings, coaching, feedback and training. Peer observations are used to raise standards and ensure consistency. We work closely with our sister school and also within our local cluster of schools to ensure that our assessment judgements are accurate, using the end of Key Stage assessment framework and exemplifications to support moderation.