

Reading Strategy

2023-24

Why Reading Matters

Why do we believe reading matters so much?

Reading is a fundamental skill that has a profound impact on our lives. Not only does it develop our understanding of literacy, but changes the way our brains work, how we relate to and communicate with other people, and how we understand the world. Research suggests that learning to read and reading for pleasure can influence a child's academic success, vocabulary development, mental health, ability to empathise, accept other cultures and can even improve life expectancy. Whilst these factors affect the individual, the economic impacts of reading within society means that reading matters to everyone (DfE 2021). At Gatley Primary School, we believe that reading is at the core of all learning and should be enjoyed. Our carefully designed curriculum offer recognises and promotes the value of reading across subject disciplines to ensure that all pupils are equipped with the necessary skills to succeed in life.

What does the research say about reading and life chances?

Research suggests that one's reading ability is predictive of attainment within education and throughout life. In their 2019 study, Mulcahy et al determined that individuals with 'functional literacy' levels are:

- more likely to gain employment,
- less likely to exhibit behavioural problems and delinquency
- less likely to offend, be incarcerated and develop a habit of lifelong offending
- more likely to achieve qualifications or receive work based training or promotion
- less likely to have low levels of psychological wellbeing and life satisfaction

Moreover, The Reading Agency's report (2015) showed that the advantages of reading for pleasure exceed academic success, and increase levels of empathy, social cohesion and knowledge of other cultures.

What does the research say on language development and vocab?

The National Reading Panel (NICHD, 2000) identified vocabulary as one of five major components of reading. Learning to read fosters children's vocabulary far beyond the island of the spoken word and, through exposure to written texts, children are presented with greater opportunities for language development.

Researchers in the United States explored the impact of early reading on vocabulary acquisition. They identified that children from literacy-rich homes hear a cumulative 1.4 million more words during storybook reading than children who are never read to. The different levels of reading shown below demonstrate the significant impact of reading on language development and vocabulary acquisition.

Reading Diet	Words
Never read to	4,662 words;
1–2 times per week	63,570 words
3–5 times per week	169,520 words
Daily	296,660 words
Five books a day	1,483,300 words

The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. Children who become engaged in reading can make significant progress in their

literacy development simply through their independent reading, whatever the nature of their early experiences.

Developing a language rich curriculum

What is the role of vocabulary in curriculum delivery?

Providing children with key vocabulary that is linked to their learning is vital for supporting children's knowledge and understanding of concepts and ensures children have the tools to articulate their learning as they prepare for adult life.

How does it support the acquisition of knowledge and skills across the curriculum?

At Gatley Primary School, our pupils are provided with a vast range of texts allowing them to build an extensive vocabulary which is used as a tool to articulate their learning and act as a reference point to refer back to prior learning. The vocabulary to be imparted and shared within a lesson is 'exploded' out from the key concepts being taught (our connected and comprehension concepts). Within lessons, adults specify and explain new vocabulary and exemplify this to ensure that children are using appropriate synonyms and technical vocabulary where possible, ensuring that vocabulary introduced in one subject is used with another subject ensuring transferable knowledge. Key vocabulary is highlighted on our planning proformas, which ensures consistency across the school. The expectation is that the children will also use this vocabulary to stimulate and build on their prior knowledge.

Developing language rich environments

In what ways do we immerse children in language?

At Gatley Primary School, we fully immerse each and every child in language regardless of their age or ability, whether this in written form or verbally modelled by adults. Every term, each year group selects a class reader which the children are immersed in, and key vocabulary is introduced into each series of sessions. This ensures that the children have a secure understanding of these concepts and are able to use this vocabulary as a mechanism to articulate and demonstrate their learning. Story time is timetabled into each day, demonstrating a passion and enthusiasm for the books we share. This in turn supports their listening skills, their vocabulary base and promotes an awe and wonder into the magical world of reading.

How do we prioritise dialogue in our environment and what role do adults and children have in this?

Language rich conversations take place continually between adults and children within our learning environment. This dialogue aims to model new language by thinking out loud, answering and asking questions, rephrasing where needed, whilst also encouraging the children to connect ideas together using well-formed sentences. Furthermore, due to our unique provision, the children are able to engage in continuous dialogue with each other, supporting their own learning journeys too. These conversations are observed and supported by adults when necessary.

How do we develop good conditions for listening and listening skills?

Listening skills are developed from an early age, through the explicit teaching within daily routines and through each lesson. High expectations of children are key to developing these fundamental skills for learning. These expectations are clearly modelled to the children and they are provided with the opportunities to practise these tools in a variety of contexts. Consistent use of the

behaviour policy allows the children to have the opportunity to participate in high quality conversations and respond to questions. Providing the children with a calm environment supports them in developing their listening skills, thus improving opportunities for language to be modelled and heard correctly.

Time and spaces to read

What do storytimes look like within our school? (how often, when, how, what do they choose?)

Stories provide shared contexts for rich, natural language development from a very young age, and throughout our pupils' primary experience. Opportunities for exposure to stories, whether adult led or accessed independently, are timetabled into each day to further instil a love for reading. The time in which story time occurs varies across the school, however all children are read to at least 3 times a week for at least 15 minutes each session. During these sessions, conversations about language, themes and messages within the text are shared, to develop children's holistic understanding of the text.

Our class readers provide the stimulus for story times and are chosen carefully by our skilled teaching staff to interlink with the content of each topic. Our English leads have guided our teachers in selecting these texts and these are mapped out across the year within both curriculum bookshelves and our sequencing of the reading curriculum. Additionally, in KS2 these texts are chosen to reflect 'The 5 text types' ensuring pupils are exposed to a range of text types and genres, expanding their repertoire and opening their eyes to new reading experiences. These class texts also provide the grounding for our literacy cycles and at least one writing outcome a term is inspired by the class reader.

What do we prioritise when reading a story?

We recognise the importance of immersing and inspiring our pupils within story time and various elements are required to ensure that stories are read effectively. For example, teachers read with intonation and expression, pause to build anticipation, discuss the meaning of unfamiliar words and share illustrations, where necessary. Furthermore, time is provided to consolidate understanding of the story through careful questioning and discussion. Our English leads and teachers select the class readers from a wide range of genres to expose children to different styles of writing.

How do we encourage/ create access to known and familiar stories?

Across the school, each classroom includes a reference area that offers pupils a place to browse the best books, revisit familiar stories and borrow books to read or retell at home. Displays around the reference area are regularly updated, and will include both quotes from the class text that "transport children to different worlds" (DfE, 2021) and images that further promote a love for reading. In Key Stage 2, reference areas include a selection of our 'Top 100 Reads', which are rotated on a termly basis. Familiar stories from the previous year are also included in the reference area and children are encouraged to borrow these books to re-read.

What does access to reading look like?

We ensure that a variety of fiction and non-fiction books are available and accessible to the children and that there are opportunities for children to explore and read the books. This is done through the sharing of our 100 reads and through the display and celebration of our 'curriculum bookshelves'. Our curriculum bookshelves have been created by our English leads, with texts (fiction and non-fiction) selected to represent key themes within children's learning that term. These books are accessible within classrooms and children are encouraged to access these to both read for pleasure and to support them in their learning (for example within history or geography lessons). Children are also given regular opportunities to share and discuss the books that they have read independently,

or with parents, with other children. We also celebrate a love of reading throughout the school through displays of children reading, book reviews, reading challenge walls and through our 'reading areas' which have been carefully crafted to provide beautiful places around school for our children to sit and enjoy reading.

Children read daily with our 'wave times' dedicated to this. This time is special within our school and gives our children the opportunity to practise their reading; to be heard reading by their class teacher; and to celebrate and share books they have particularly enjoyed. Teachers also model good reading habits during this time and use these opportunities to share their favourite books and to make recommendations to the class.

Developing a love of reading

How do we promote access and knowledge of and exposure to a range of genres?

Children have access to a range of high quality, age appropriate texts that have been carefully selected by our English lead. For children at the earliest stages of reading, Big Cat Letters and Sounds Books complement the texts within our phonics scheme (FFT success for all). These books are carefully matched to children's phonetical awareness and span a wide range of genres. These books are to be enjoyed alongside our FFT Success for All phonics books, which are matched exactly to a child's phonetical awareness.

In classrooms, both fiction and non-fiction texts that link to the year group's topics (Curriculum Bookshelves) are clearly displayed and accessible to children to encourage reading outside of English lessons and to allow children to make connections between reading and other subjects that they enjoy. When using non-fiction extracts in lessons, our teachers model how to use reference books effectively. For example, by looking at the contents and index pages to locate relevant information.

At Gatley Primary, our teachers consider the exposure to a range of genres within and beyond English lessons and this is clearly mapped out on our Class Text sequencing document, curriculum maps and medium term plans, to ensure coverage across phases and year groups. Texts are carefully selected from across 'The 5 text types' to ensure a broad and balanced offer. Where possible, class texts link to the themes being explored in class. For example, if a class is studying about the Stone Age, they will have the opportunity to read relevant historical fiction about that period of time.

Each term, year groups will select a new class text, with support from our English leads. Each text chosen across the year will be of a different genre. When exploring a text, children will have opportunity to learn about the genre conventions and be exposed to other texts that also fit into this genre. Children will also have an opportunity in writing weeks to apply this knowledge by writing a text of this genre. Through the Curriculum Bookshelves and 5 Text Types, teaching staff are supported by the ECL team in choosing appropriately challenging and relevant class texts.

To develop this love of reading further, 'Top 100 Reads' lists are accessible to children and parents. We take part in and create opportunities, such as reading challenges, to promote and celebrate reading.

We also celebrate national events, such as World Book Day and World Poetry Day to share and promote a love of reading.

What role does poetry play in developing a love of reading?

Due to the shorter nature of poetry, it can provide a gateway to reading for reluctant readers. Poetry is creative with words, figurative language and structure. It doesn't follow the rules and therefore can be more playful and fun to read.

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Children have a natural curiosity, which means they can interpret poetry creatively and inquisitively. Poetry creates enchantment and wonder in a child's mind and encourage children to imagine new worlds and experiences. This can provide a fantastic stepping stone into the world of fiction.

Children can interpret poetry in many different ways, there is not necessarily one right answer. This can boost confidence in children who typically have little when reading.

For early/emergent readers, poetry can be fun to read out loud. It is memorable due to the patterns of rhythm, rhyme and repetition. Children can boost their confidence with reading through recital of poetry. Poetry is packed with literary devices, narrative, characters and vocabulary which can boost reading/literacy skills in a less daunting way. Furthermore, reading poetry helps children about voice, pitch, volume, and inflection. While these are mainly functions of speech, they're also incredibly important for children learning to read. Poetry can teach young readers about speech patterns, which can give cues to the words on a page. Finally, rhyming can help them to identify sounds in words and identify word families.

As part of our Literacy cycle, each year group studies at least 1 poem every term. Children are encouraged to explore the ideas of creativity and self-expression through reading poetry and it is impressed upon them that they will have their own personal response to poetry.

We ensure that children have the opportunity to use their reading of poetry to inspire poetry writing and we engage in external competitions and opportunities such as 'poetry by heart' and poetry writing competitions.

How are texts brought to life? In what ways and through what experiences?

Children are given the opportunity to be fully immersed in texts through experiential enrichment activities. Teachers immerse children in class texts a variety of ways. Teachers introduce class texts using 'hooks' to engage and enthuse the children about the reading journey they are to embark on. Furthermore - when reading aloud to children - staff use intonation, character voices, facial expressions and other prosodic features to bring stories to life. Staff also provide a range of other opportunities for children to immerse themselves in their class texts including (but not limited to) drama activities, enrichment days, celebration of the text within classrooms, use of the text to underpin writing outcomes and daily reading of the class text.

Teaching of Phonics

What is synthetic phonics?

Synthetic phonics is a method of teaching, where words are broken up into the smallest unit of sounds (an individual sound is called a phoneme). Children are taught how to break up each word and blend the word back all the way through to read the word. Children can also make links between the written letters, a grapheme, and the spoken sound.

What is the best practice in the school for the teaching of phonics?

To support both teachers and children, phonics lessons follow a consistent daily structure. This consistent approach enables lessons to be taught with pace as everybody understands the routine and what is expected. As a school we follow the FFT success for all phonics scheme with fidelity.

What is taught? – When and in what order and why? How long for each day? When does the teaching start – year group and when?

Phonics is taught from the youngest children in Nursery. Children begin with the First Steps for Phonics, where listening games and activities are the main teaching focus in order to develop skills needed for the further learning of phonics sounds. In EYFS and Year 1, phonics is taught daily for progression and consolidation of sounds. In Nursery, children begin to learn individual graphemes and the sounds that these make. In Reception, these sounds are consolidated in Phase 1, with new sounds being taught from Phase 2, 3 and 4. Red words (common exception words) are taught in conjunction with the phases. In Year 1, Phases 5 and 6 are taught.

It is vital that there is a consistent approach across year groups. This includes the structure and language of a phonics session.

An overview of the sequence of phonics teaching

Nursery	First Steps
Reception	Phase 1, 2, 3, 4
Year 1	Phase 5, 6

Where are phonics outcomes recorded? What does this learning journey look like?

Daily activities within phonics lessons are recorded in children's phonics books. These outcomes enable teachers to conduct a formative assessment within the session to identify the appropriate next steps for each individual child and to show a record of progress overtime. Books are used to encourage proper pencil grip and to model expectations for handwriting and to develop good habits to transfer into English lessons. Summative assessments, using the FFT RAP are recorded half termly in the children's literacy book.

Do we follow a scheme? If so what resources do we use and why?

At Gatley Primary School, we have adopted the FFT Success for All SSP programme, which is closely matched to letters and sounds. The FFT programme provides access to high quality training and CPD for our staff members as well as a range of resources. This will also ensure that the teaching of phonics is consistent, well embedded and that all teachers have confidence in delivering phonics. Further to this, we utilise decodable texts across the school, which have fidelity to the scheme.

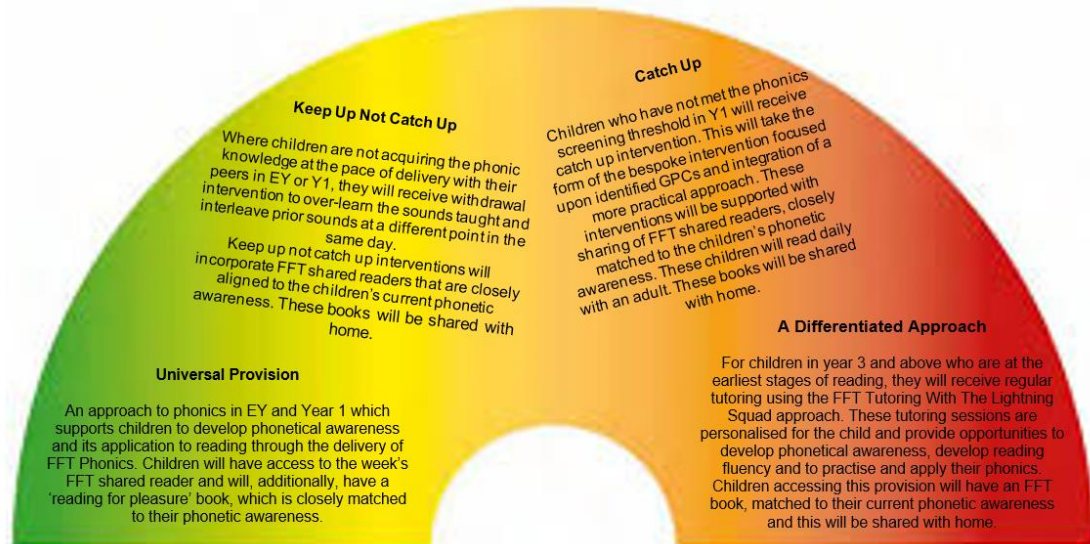
What is the role of decodable texts in phonics sessions? Outside of phonics sessions?

The children have access to a wide range of phonetically decodable books which have fidelity to the FFT programme. These books are linked to the sounds taught each week. Books are accessible at home to be shared with parents/carers, and are also read in school. These phonetically decodable and matched books are also be shared during phonics sessions and daily reading. These books are shared with families to be enjoyed at home. For children in receipt of intervention copies of the FFT text that is matched to their current phonetical awareness will also be provided to ensure children have access to a text they can read fluently and confidently.

For additional reading for pleasure, we have organised Big Cat Letters & Sounds book, into coloured reading levels. Children are encouraged to work through these coloured levels from EYFS to the end of Key Stage 1. Progress is monitored regularly – and communicated with parents (via Class Dojo) - to ensure each child has a book suitable to their reading journey. These books are closely matched to children's phonetical awareness and children are given opportunities to re-read these books to develop fluency and confidence.

How is the knowledge assessed?

Formative assessments take place every lesson and are used to inform each individual pupil's next steps. These assessments are recorded on our formative assessment grids, which support the summative assessment at the end of each term. These assessments are collated, analysed and discussed within our termly standards reviews. Alongside this, we use the tracking created by FFT to identify for each child the GPCs they are confident with and those that they may need to revisit (FFT reading assessment programme). These will then be revisited through revised whole class/group teaching or through focused intervention. Intervention happens in the following ways:



How do assessments work towards the Phonics Screening?

Children in Year 1 take the statutory Phonics Screening in the summer term. Children work towards the Screening by learning the sounds and practising these within reading opportunities. Children are assessed throughout reception and year 1 to identify any gaps in knowledge both within phonics lessons and using the FFT reading assessment programme. Identified gaps are then targeted through quality first teaching and intervention sessions. For children who do not pass the phonics screening in year 1 intervention and support continues into year 2 and the RAP is used diagnostically to inform the planning and delivery of these sessions.

The RAP is used across the school to assess children's decoding ability and their reading fluency. This assessment information is used to inform interventions and future teaching to ensure all pupils are supported in developing their reading fluency and confidence.

Developing early reading

What is the role of decoding?

Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognise familiar words quickly and to figure out words they haven't seen before.

Decoding supports the children to sound out any unfamiliar word. This can be done after the children have the knowledge to apply their grapheme/phoneme correspondence. Decoding begins with teaching single letter-sound relationships, before moving on to multiple letter-sound correspondence, known as digraphs and trigraphs. When children have decoded words, they also need the skill to blend these words together to read the full word. It gives children a sense of

achievement to then be able to use their decoding skills to sound out a word, using their phonics skills that they have previously been taught.

Links between reading and writing

What is the role of writing in phonics delivery?

In each phonics session, children are given the opportunity to apply their phonetic knowledge through writing. Children may write sounds, words, captions or full sentences during the 'practice' or 'apply' stage of phonics sessions. Children are given opportunities to write across the curriculum in foundation subjects, which is a further opportunity for the demonstration of acquired phonics knowledge.

What are our expectations about handwriting?

Children are taught to form all letters correctly showing awareness of starting points. In Key Stage 1, children begin to work on pre-cursive and fully cursive handwriting with joined letters. Children have the opportunity to practise handwriting within targeted handwriting sessions and are encouraged to apply this to their writing beyond to wider curriculum opportunities.

How is handwriting encouraged in phonics lessons and where?

Children are always encouraged to use their handwriting skills and the letter formation that they have been taught. During a phonics lesson, this might be evident during a 'revisit' activity, where children are doing a quick write of letter sounds, and for the 'practise' opportunity, such as writing a full sentence.

Phonics to Encoding

How does the teaching of spelling accompany the teaching of phonics?

Through research into phonics and spellings, we have adopted a new approach to the teaching and learning of spellings. Our approach accompanies the teaching of phonics, and builds on phonetic knowledge once children have passed their phonics screening test. Children learn spelling words through phonemes, cross-referenced with the National Curriculum spelling rules. Spellings are taught daily through short, engaging activities to provide good opportunities for retrieval practice.

What are our expectations of this in pupil's wider work across the curriculum?

Spellings are incorporated in pupils' wider work across the curriculum, and there is an expectation that the taught spellings are applied accurately in children's writing. Sounds that have been taught will be tracked by adults to monitor progress and maintain high expectations for pupils' spelling accuracy.

Developing comprehension

How is comprehension developed in the cycle of teaching English? Within phonics- wider reading sessions?

The development of key reading skills, including comprehension, is underpinned through the adoption of a cyclical approach that ensures reading, grammar and writing are embedded and that all subjects are appreciated and maximised upon. This cyclical approach takes the form of a 3 weekly literacy cycle. Reading comprehension is the focus within the first part of the cycle, with the big ideas within our reading curriculum explored in depth. The children will explore a wide range of

opportunities within the learning environment to develop their comprehension skill whilst also being supported and challenged through our adult led 'focus' task. Reading opportunities are also integrated beyond the literacy lessons within our foundation subjects to enable exposure to a wide range of genres and to develop understanding in a cross curricular approach. Within EYFS & KS1, reading opportunities are also planned for within phonics lessons, whereby texts are centered around the sound that is being taught. Through adult facilitation and questioning, the children's understanding and comprehension will also be developed and supported.

What is the role of content domains in our approach to reading?

Our English leads have written our reading curriculum, through consideration of the National Curriculum and the reading content domains. Through consideration of this documentation, 6 big ideas have been identified, which are taught in each year group with the progression within these strands mapped out from children's starting points in EYFS to their exit at the end of KS2. Additionally, milestone knowledge statements have been written, as the minimum expectation for children's knowledge within reading at the end of each phase.

The following big ideas have been identified:

Retrieval, Inference & Deduction, Drawing Conclusions & Appreciation of The Whole, Prediction, Vocabulary & Language, Caring Friendships (golden thread within the RSHE curriculum).

Although lessons will focus on the delivery of a specific big idea, we take a holistic approach to the teaching of reading. Within reading lessons, whole texts are shared and enjoyed and adults engage pupils in discussions about the text as a whole. No reading 'big idea' is taught in isolation as lessons are carefully planned to build upon children's prior knowledge and to incorporate all areas of reading as it is our belief that is important children develop an appreciation of texts as a whole and that they do not see reading skills as independent to each other.

Inclusion and reasonable adjustments

What are our inclusive expectations for children with SEND?

We believe that literacy is as important for children with SEND as for their peers and our teachers are ambitious about teaching them to read and write. These children have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers (Dfe, 2021) and therefore it is a critical skill in helping them prepare for adulthood.

What reasonable adjustments might we provide when delivering our phonics to ensure inclusivity?

Through adopting a 'keep up not catch up' approach to the teaching of phonics, children at all levels are supported to access the learning in order to develop their phonic knowledge. Adaptation through layers of adult support, group size, direct instruction, overlearning opportunities and independent application are considered to ensure that all pupils have the opportunity to gain functional literacy skills. Children are also supported to 'keep up' through the targeted use of the 'Tutoring with the Lightning Squad' phonics intervention programme, which runs alongside FFT's Success For All phonics programme.

Reasonable adjustments are also in place for reading beyond the teaching of phonics. Pupils in KS2 are supported through various interventions, adult support and reading programmes, such as 'Toe by Toe', which are carefully designed and delivered by skilled adults.

Developing Fluency

How do we develop accuracy and automaticity?

Both teachers and support staff regularly model accurate reading to children. With early readers, there is a focus on basic word recognition and children are given daily opportunities to learn to read words accurately, including through direct phonics teaching. Teachers and support staff listen to children read regularly.

How is re reading encouraged?

In EYFS and KS1, children are assigned the same decodable book, which has been read as a class to read at home. The decodable books have fidelity to the FFT programme used by the school and match the current phase of phonics being taught. This gives the children the opportunity to build fluency and accuracy by re-reading. For children in receipt of intervention, the FFT book which is most closely matched to their current phonetical awareness will be provided to ensure children have access to a text they can read fluently and confidently.

In addition, children are also assigned a decodable 'reading for pleasure' book, based on teacher assessment of their current phonics ability. Children are given the opportunity to re-read this book each day in wave times and at home with a parent. This supports them in developing their 'sight reading' of words and in developing automaticity, allowing them to move on to lifting meaning from what they have read.

Furthermore, children are given many opportunities to re-read extracts from class texts as part of the English cycle. Reading weeks encourage children to re-read sections of familiar texts, whilst building their reading skills (e.g. making inferences and summarising.) Additionally to this, children are encouraged to re-read through reflective journey marking questions. Re-reading texts almost forms an integral part of our wider curriculum, where texts are built into activities in foundation subject lessons.

How and when is speed developed and stamina for reading?

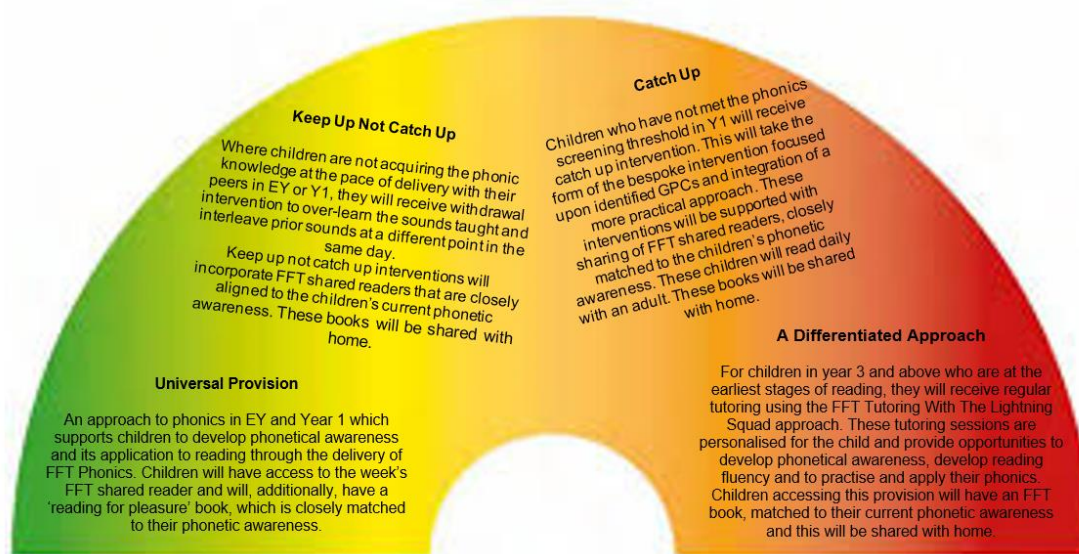
Where children are identified as needing additional support with speed and stamina, teachers and support staff ensure that timely interventions are put into place. This may take the form of reading interventions in a small group with an adult or support in choosing appropriate (decodable) books for independent reading.

In addition, speed and stamina is also modelled through shared story/reading time. When reading a class text, sufficient time is given so that children are exposed to an appropriate length of the story to encourage and motivate this amount of reading in their own independent time. To support with this, children are expected to read or be read to at least twice a week, which maximises the impact of developing speed and stamina.

Teachers of early readers ensure that there are regular opportunities to listen to children read embedded into timetables. This enables them to make ongoing formative assessments of children's reading ability and to ensure that appropriate reading books are chosen and accessible to them.

Children who are accessing phonics teaching will be given a decodable text (either physically or electronically), matched to that week's focus, every week. For children who have achieved all phonics objectives and are now reading independently, they are encouraged to access and take home any books that interest them regularly. We expect all children in KS2 to have a reading book with them in school. Our expert teachers support children in choosing high quality texts, from our 'Top 100 Reads' selection and beyond. This ensures that children can benefit from meaningful independent reading time as they will return regularly to their reading book with the expectation of completing it: this in turn builds stamina further.

Intervention and catch up



How do we use assessment to identify those who are at risk of not achieving the ARE?

Our rigorous assessment processes support the identification of pupils who are at risk of not achieving age related expectations. Termly standards reviews allow teachers to reflect on the progress of each pupil and determine what support is needed, where necessary. This may be through the form of bespoke reading interventions or through more formal avenues of support with external agencies. Formative assessment is also conducted within lessons, allowing targeted support to be delivered by adults to close gaps in learning. This may be through consolidation opportunities, pre teach sessions or through modelling and scaffolding the completion of an activity. The FFT RAP is also used diagnostically to identify gaps in learning, which will then be addressed through intervention.

What does catch up for older pupils look like?

Pupils across KS2 are supported in reading through the 'Tutoring with the Lightning Squad' phonics programme or through our Toe by Toe reading intervention programme. Requiring only 20 minutes a day, Toe by Toe is a highly structured programme which teaches children polysyllabic words through syllable diversion. In addition to this, teachers carefully design bespoke reading interventions which focus on the Content Domains to further consolidate key reading skills which are taught in lessons. The FFT RAP is used in KS2 to assess children's reading fluency, measured by the number of words per minute they are able to read, and the following matrix. Children identified as requiring additional support will be targeted through intervention and will be supported during 'wave time' reading sessions. These children will be given additional opportunities to read with adults and will be supported to develop strategies to improve their fluency and confidence.

Building Expertise

What are our expectations for every member of staff as a teacher of phonics?

All members of staff are teachers of phonics. To teach word reading and spelling successfully, teachers need to understand the principles underpinning the teaching of word reading (decoding) and spelling (encoding) – The reading framework (2022). Furthermore, our new spelling approach is heavily linked to phonics as it builds on from phonics after the screening test. In addition to this, all staff participate in the CPD and training provided by the *FFT Success for All* SSP programme. This ensures that all staff are confident in the delivery of phonics teaching and can embed these principles into the teaching of children beyond KS1 where appropriate.

What role does the ECL team have in developing expertise in others? What role does other expertise have in this?

The English, Communication & Language team have a role in supporting and developing the expertise in all staff members across the school. This is achieved through various school self-evaluation activities which support the monitoring of coverage across the school and the identification of any support that is required. The ECL team support teaching staff in choosing texts, which offer an appropriate level of challenge, ensure that the children are exposed to a wide range of genres and text types and, offer links across different areas of the curriculum. Furthermore, the team deliver termly staff meetings to share any new curriculum developments, such as the integration of the new spellings strategy and strategies to develop pupil's reading fluency. Furthermore, annual internal writing moderation activities are arranged to ensure that assessments are consistent throughout the school. On a more informal level, staff members are also encouraged to approach members of the ECL team to discuss aspects of their practice and to develop their expertise. Those experienced in the teaching of phonics are also utilised to develop practice across the school.

How is CPD provided- internally, cross Trust and access to high quality external CPD?

CPD is provided internally through regular, informal opportunities to observe skilled practitioners in their teaching of phonics. In addition to this, staff members are able to participate in team teach opportunities, within both phonics and spellings sessions to provide any additional support. This is also encouraged through wider CPD opportunities across the Trust. High quality, external CPD is provided through the *FFT Success for All* SSP programme, which includes comprehensive training and CPD for all staff. This includes online and face-to-face training sessions on a monthly basis. Training opportunities also provide key updates in relation to national curriculum developments and framework.

What is the support for ECF teachers?

ECF teachers are supported by their assigned mentor who facilitates weekly meetings and feedback from lesson observations. Targeted support and CPD for phonics and English teaching is provided where necessary. ECF teachers also receive support from other members of their phase, such as partner teachers and Phase Leaders.

Link between school and home

How are parents informed about our approach to reading and phonics?

Through curriculum showcases, parents are able to gain an insight into our approach for reading and phonics. Furthermore, through homework opportunities parents will be able to see how reading and phonics is embedded across the curriculum. Our website also provides information about our

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approach to the teaching of reading, including our reading culture and the sequencing of our reading curriculum. Additional information about our phonics program is also available on our website, including a link to the FFT parent portal, which includes videos for parents in how to support with the teaching of phonics at home.

How do we support parents in our delivery?

Curriculum mornings and parent workshops are scheduled throughout the academic year to support parents in understanding how they can support reading at home. Class dojo provides teachers with an accessible platform to post videos demonstrating the effective phonics teaching. Parents are also encouraged to upload videos of their child reading at home in order to celebrate outcomes and instil a love for reading. Within reading books, suggested question stems are provided to support parents in assessing and developing comprehension during shared reading opportunities at home.

All parents are kept informed with the school's approach to reading and their child's reading progress through Class Dojo, Parents' Evenings, our website and at various opportunities throughout the academic year. Furthermore, parents have access to information on our school website which provides more information about the SSP phonics programme, the approach to teaching spelling and how reading is taught at each phase.

What is the link between home and school for reading books?

Children in EYFS and KS1 have access to decodable texts in line with the progression of phonics in the classroom. Children will be able to read the same books at home with parents as in class to help them to consolidate their learning in the current phonics phase and to build accuracy in reading. Parents will be aware, each week, which sounds children have been learning in their phonics sessions.

Additionally, children will be provided with a 'reading for pleasure' book, which will be closely linked to their phonetical awareness. These books are designed to be re-read and shared at home to support in the development of our children's reading fluency and confidence.

Once children have moved on from explicit phonics teaching, they are encouraged to take books home from school. Children have access to a wide range of high quality, age appropriate texts to choose from. In Year 2, these books have been selected by our English leads and Year 2 teachers and are available within classrooms. Teachers support children in selecting a book that is appropriate to their reading level and that will expanded their reading repertoire

In Key Stage 2, children at the earliest stages of reading will continue to be provided with a book, which is closely matched to their phonetical awareness. Additionally, all children will be provided with a book from our class reference area. Children are invited to select this book (with guidance from their teacher) from either our '100 reads', our selection of familiar texts (books read in the previous year group) or books from our curriculum bookshelves. Teachers will add their own recommendations to their reference areas and will discuss these with their classes, modelling their own love of reading. Copies of the class text, and previous class texts, are also available. Children are strongly encouraged to take these books home and to enjoy reading them both in school and at home.

Where possible, children will have their own copy of the class text to use alongside their reading at home. This will form part of their English homework each half term. This will encourage them to re-read parts of the text, building accuracy and fluency, whilst also developing their key reading skills.