

Reading at Greet - Overview

'The more you read, the more you know, the more that you learn the more places you'll go!' Dr Seuss.

At Greet, we are driven by the collective mission of ensuring that children understand that **there are no limits to what they can achieve**. It is through this relentless ambition and high expectations that we seek to **achieve excellence** for our children, to develop their **social intelligence** and to develop their understanding of how to live **ethical lives**. We do this so that our children can go on to live their best lives, with respect for and understanding of others and the world around them.

The aim of our English curriculum is for **all children at Greet to develop into effective communicators**. We achieve this through an integrated programme of spoken language, reading, writing and vocabulary. Pupils will experience a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

English encompasses so many crucial elements of life in the modern world. The study of English is key to our personal development and, through the learning and progression of effective written and spoken communication, it is the foundation for all our learning.

Greet Primary School firmly believes that the teaching of our English curriculum will be inclusive to all children, inspiring them through a detailed, well-thought-out curriculum, which will enable them to make good progress.

Rationale

The ability to read well is essential to a child's success at school. *"If children cannot read well, they will not be able to access the curriculum and will be disadvantaged for life"* (Ofsted, 2019, p.25). Furthermore, evidence suggests that there is a positive correlation between reading for pleasure, reading frequency in reading attainment (Clark, 2011; Clark and Douglas, 2011 cited in DfE, 2012).

For this reason, we:

- prioritise the teaching of reading to ensure all children can read age-appropriate texts with fluency and accuracy by the time they leave the school;
- develop children's attitudes towards reading so they leave the school with a genuine interest in and enjoyment of reading.

Our reading commitment

To develop confident and inquisitive readers, we:

- provide pupils with the skills and strategies necessary to develop into competent and fluent readers;
- read aloud every day and at every opportunity;
- read a variety of texts from a range of authors with a range of themes;
- listen to every child read across a two-week period (more for our lowest 20% readers);
- read widely ourselves and model our enthusiasm for reading;
- encourage care and ownership of books;
- make sure children are familiar with a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures.



EEF – Improving Literacy Guidance (KS1 & KS2)

We form our reading curriculum on the basis of the key recommendations from the Education Endowment Foundation research guidance on improving literacy at Key Stage 1 and 2. These documents can be found here:

[Education Endowment Foundation | EEF](#)

Approach

Phonics

In line with research and government recommendations, we teach systematic, synthetic phonics (SSP) to support word recognition, but only as part of a rich early reading experience.

At Greet, we use the **Sounds-Write** phonics programme from the summer term in Nursery, day one in Reception right through to the end of the spring term in Year 2. Pupils that do not complete the phonics programme by the end of the spring term in Year 2 remain in a phonics group to ensure they reaching the required level.

The Sounds-Write programme is a sound-to-print approach which means that it is based on and structured around the sounds of speech. The programme teaches explicitly the essential phonemic awareness skills, conceptual knowledge, and code knowledge needed for pupils to learn to read and spell.

Comprehension Skills

Once pupil's word recognition skills have been developed through the Sounds-Write phonics programme they move on to develop their comprehension skills through exploration of texts. We teach comprehension skills in the following ways:

EYFS Daily Book Talk time sessions

Children take part in daily Book Talk sessions in class or in a small focus groups with an adult. The adult reads a story to the children, pausing at appropriate points to highlight vocabulary and ask children age appropriate comprehension questions.

Key Stage 1 – Daily Structured Storytime

Children receive 4 x 20 minute sessions per week centred around a book which relates to their wider curriculum. These sessions are discussion based.

Throughout a half term children explore fiction, non-fiction and poetry texts. We use Reading **VIPERS** to structure and focus the skills being taught. Our weekly whole class reading lesson structure is as follows:

DAY 1	DAY 2	DAY 3	DAY 4
Pre teach vocabulary from the book (focus on tier 2 words). Teachers reads the book or extract.	Teacher reads the book with a fluency focus. The session involves echo reading and joining in with texts.	Teacher reads the book/extract and asks the children retrieval questions.	Children respond to the book by forms of discussion and drama activities.

Year 2 – Comprehension

Once children complete the Sounds-Write Phonics programme in the spring term of Year 2 the children move on to the whole class reading model. This takes place for 1 hour a day.

Key Stage 2 – Whole Class Reading Model

At Greet we believe the whole class reading model is the most effective way of teaching comprehension skills because it means that all pupils can read with the teacher more often, moving faster through more or longer texts

and benefiting from the teacher's expert explanations, modelling, questioning and feedback. During whole class lessons children read extracts from high-quality texts or novels which are closely linked in theme and purpose to writing and humanities units of work.

Throughout a half term children explore fiction, non-fiction and poetry texts. We use Reading **VIPERS** to structure and focus the skills being taught. Our weekly whole class reading lesson structure is as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
FLUENCY Pre-teach vocabulary. Reading and re-reading the text extract as a class to ensure fluency.	VOCABULARY (V) Explicit teaching of vocabulary	RETRIEVAL (R) Retrieval question practise and strategies	I, P, E, S Focus on other VIPERS skills: relevant to needs of children as well as appropriately linked to text	

As a school we recognise that speaking and listening is a big part of understanding texts. In our reading lessons and in all curriculum areas we try to give pupils opportunities to talk and listen in a wide range of contexts.

Beautiful Read

Every pupil at Greet is read to for 15 minutes each day. The focus of this Beautiful Read time is for pupils to simply listen to, and enjoy, being read to by an adult.

1:1 Reading

Every child reads to an adult in school at least once every two weeks. Children in the lowest 20%, children with SEND needs and children who are learning English all have additional reading sessions each week.

Home Reading

All children receive weekly reading books to enjoy at home. Please see below under 'Procedures' for more information about this.

A culture of reading

At Greet we are passionate about reading and aim to develop a genuine love of reading in all of our children. We are developing a culture of reading for pleasure across school in the following ways:

- Teachers model a love of reading and are excited about books!
- We take part in national reading events such as World Book Day and Book Week.
- Scholastic Book Fairs are invited into school each term.
- We encourage children to read at every available opportunity throughout their day. Books are available on the playground; children keep their reading books on their desks.
- We have a beautiful library space: classes are timetabled to visit each week and read, look at and choose books to take home.
- Mini libraries in each classroom.
- Parent lending libraries in our entrance hall and community room.
- Books and poems shared through assemblies.

Procedures

Nursery

- Daily story time.
- Daily Book Talk time.
- Every pupil is given a picture book each week to take home and share.

- Weekly story time video on the school website to access at home.
- Pupils showing readiness for reading are given an additional wordless scheme book with guidance for parents/carers in carrying out a more structured story time at home.
- Sounds-Write phonics from the summer term.

Reception

- All pupils bring a book bag into school each day with their reading books and home/school reading record.
- Class teachers provide every pupil with: a reading book matched to their phonics level and a picture book to share.
- Daily Beautiful Read time.
- Daily Sounds-Write lesson in groups suited to their phonics ability.
- Individual reading: class teachers & PSAs hear each pupil read 1.1 on a weekly basis, progress is recorded in whole class reading folder.
- Daily Book Talk time to introduce early comprehension skills in an age appropriate way.

KS1

- All pupils bring a book bag into school each day with their reading books and home/school reading record.
- Class teachers provide every pupil with: a reading book matched to their phonics level as well as an additional reading scheme book matched to their phonics level using the Boost online reading account.
- Pupils visit the school library once a week to choose a library book to take home and share with their family
- Daily Sounds-Write phonic lesson in groups suited to their phonics ability.
- Structured story time using VIPERS to introduce early comprehension skills in an age appropriate way.
- Group and individual reading targets, kept in guided reading folders.
- Throughout the year, children become familiar with well-known stories, which they can use as models to support writing.

KS2

- Whole class reading lessons using VIPERS take place daily.
- Additional phonics interventions for pupils who require this support.
- Pupils in need of a levelled book to continue to support fluency skills are assigned a Boost online reading account.
- Fluent and confident readers choose a book from the class or school library. The expectation is that they read at least 3 times a week.
- Class teachers listen to all pupils read across a two-week period (once a week for the lowest 20%).
- Daily Beautiful Read time.

Literature spine

Our literature spine sets out a range of fiction, non-fiction, poetry, rhymes and songs (EYFS and Year 1) and picture books to ensure pupils experience a wide range of high-quality, diverse and inclusive texts.

The reading spine includes a range of authors, themes and types of texts, including archaic texts, non-linear time sequences, narratively complex texts, figurative/ symbolic texts and resistant texts (Lemov, 2016).

Reading across the curriculum

Pupils are given the opportunity to read during every lesson to increase reading volume and to support the acquisition of knowledge across the curriculum. Teachers select texts from a curriculum overview, which outlines fiction, non-fiction and poetry linked to curriculum areas. Where possible, texts are aligned to assembly themes and provide an opportunity for pupils and teachers to come together as a reading community.

Planning

High Level Plans for literacy are reviewed at the beginning of each academic year and encompass a range of texts and text types to be taught.

Medium Term Plans (MTPs) have been created using the reading progression framework for each year group.

Teachers use MTPs to plan weekly whole class reading lessons. They follow our whole class reading model and use our Implementation Model structure. Teachers use the Birmingham SEND Toolkits to support making adaptations for individual pupils with SEND.

Assessment

Pupils are continuously assessed in their reading through ongoing formative assessment, which takes place daily during whole-class reading and one-to-one reading sessions.

Teacher assessment is supported by the following standardised testing in reading:

	Reception	Year 1	Year 2	Key Stage 2
Test type & frequency	Phonics assessment (half-termly)	Phonics assessment (half-termly)	Phonics assessment (half-termly) NTS reading tests (twice a year) KS1 SATs (annual)	Phonics assessment (half-termly) NTS reading tests (twice a year) KS2 SATs (annual)

Termly teacher assessments take place using year group reading TAFs (Teacher Assessment Frameworks). Teachers complete a TAF for every child. These are used to determine:

- planning for next unit
- targeted support for key children.

TAFs will feed into teacher assessments for each assessment period.

Interventions & catch-up

Pupils who are falling behind age related expectations are identified early by our school tracking systems. During termly pupil progress meetings teachers, Senior Leaders and our school SENDCO work closely together to plan and monitor support put into place for those pupils in need.

Catch-up support takes the following forms:

- additional 1:1 reading with teachers each week (lowest 20% readers)
- precision teaching to support sight recognition of HFW
- small group comprehension support using a Comprehension Programme
- Phonics groups for children in KS2 with gaps in their phonic understanding