



Early Reading Approach

How we teach children to read and write?

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

We use a programme called *Read Write Inc.* Phonics to teach our children to read and write. We make sure *every* child can read the last set of phonic stories before they progress to our higher-level programme. Some children complete the programme in Year 1 and others in Year 2. Year 3 and 4 children who need extra support may follow this programme too; struggling readers in Year 5 and 6 children follow a similar programme called Fresh Start.

During reading sessions, we group children by their reading progress for one hour a day (20 to 45 minutes in Reception) and re-assess children every half-term so we can place them in the group where they'll make the most progress. We provide extra daily one-to-one sessions for children who need a bit of a boost to keep up. This is called fast track tutoring.

How do we get children to remember what we teach them?

It's much easier teaching one child – we can get them to repeat what they have understood in their own words, step by step. Then, if they haven't understood, we can try different words and explanations. So, in order to replicate this back and forth dialogue with a group or class, we use partner work. Children answer every question with a partner, the teacher checks what they know and only moves on when they understand. It means that all children stay focused throughout the lesson. Partner talk is fundamental to the success of our school. We use, 'Turn to your partner' in every lesson throughout the day.

How do we make phonics easy for children to learn?

Read Write Inc. Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and fun. The phonic knowledge is split into two parts.

First we teach them one way to read and write the 40+ sounds in English. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help *all* children, especially slower-starters, to read the sounds easily. Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.

Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay - may I play, a-e – make a cake?

How do we ensure children can read every book?

The first thing we do is to give children books we *know* they can read – without any guessing. As part of our daily reading time, we read lots of other stories *to* them, but do not expect them to read these for themselves until they start to read the Grey Storybooks.

Before they read the story, they sound out the names of characters and new words, practise



reading any of the 'tricky Red' words, and we tell them a thought-provoking introduction to get them excited about the story. Then, over three days, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why. By the time children read the story at home, they will be able to read it confidently with expression.

How do we teach children to spell confidently?

We use just two simple activities: Fred Fingers to spell regular words and Red Rhythms for tricky words.

Fred Fingers

We teach children to spell using 'Fred Fingers': we say a word and then children pinch the sounds onto their fingers and write the word, sound by sound.

Red Rhythms

We teach tricky words with Red Rhythms. We say the tricky letters in a puzzled voice and build the letter names up into a rhythm, for example, s-**ai**-d.

Children learn to spell new words and review past words every week, they practise spelling them with a partner and – when they're ready – we give them a test to celebrate their spelling success.

How do we assess and track children's progress?

For children to make the best possible progress, they will read Storybooks closely matched to their reading level, every day. This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age.

Every half-term, we assess all children in YR to Y4 who have not yet met end of Key Stage 1 National Curriculum expectations for reading. We assess Years 5 and 6 children who are at risk of not meeting end of Key Stage 2 national expectations for reading using the Fresh Start assessment. The Reading Leaders carry out all the assessments to ensure children are placed in the correct group. We track each child's individual progress on the online assessment tracker. We use this to identify children who need more support through daily one-to-one tutoring.

How are slower progress readers supported?

We identify those children who are at risk of falling behind their peers immediately. We make sure children 'keep up not catch up' from Reception.

The slowest progress readers in both KS1 and KS2 receive daily one-to-one tutoring for 10 minutes, in addition to their group session in the morning. Children practise reading sounds speedily, learn to blend sounds into words and read a Storybook that is matched to the sounds they know and the quantity they can read.

What are the expectations of children's progress on the *Read Write Inc.* Phonics programme?

After two years of implementation, it is expected that:

- Reception children will be able to read Green Storybooks by the end of the summer term.
- Year 1 children will be able to read Blue-Storybooks by the end of the summer term.



- Year 2 children will have completed the Phonics programme by the end of the spring term.

We have high expectations for our children to meet the expected standard in the Phonic Screening Check, and help *all* children to be accurate and fluent readers by the time they enter Key Stage 2.

How is the programme led to ensure these expectations are achieved?

The Reading Leader's role is vital to ensure that the teaching of reading is of the highest quality and all children make rapid progress. They organise one-to-one tutoring for children who need extra support.

All staff have been thoroughly trained to teach reading. Furthermore, they have access to all the training on the Ruth Miskin Training School portal. The Reading Leader organises further training in practice sessions. These ensure teachers get better at teaching: everyone practises together so they can teach reading confidently. They underpin the progress of all teachers and children. In addition, the reading leader completes learning visit each week and coaches individual teachers on their practice.

Story and poetry time

Storytime is the highlight of every day. We have a reading spine of stories that children get to know really well, and others we read just for fun. Parents can find the list of stories on our school's website so they can read these to their children at home.

How can parents help at home?

The children take home two books every few days: a *Read Write Inc.* 'phonics' Storybook for children to read to parents, and a picture book for parents to read to them. We also send home interactive, animated lessons from our Virtual Classroom so you and your child can join in with lessons at home. The online teachers help children to practice the sounds and words they have learnt in school.

Read Write Inc. 'phonics' Storybooks

Children will have already read the 'phonics' storybook two or three times in the reading lessons so they should be able to read it confidently. We encourage parents not to say 'this is too easy'! There is guidance in the storybooks to guide parents too.

Picture books

We encourage parents to read the picture book with their child. We suggest they read it expressively and, once they know the story, encourage their child to join in.

The picture book is likely to be beyond their child's decoding ability, so we don't ask children to read the story *to* parents until they are able to read the later phonics storybooks. These books can provide new rich vocabulary for children, which they can then use in their writing.



Reading Approach in Years 2-6

The primary goal of our Reading approach is to foster a love of reading as well as develop strong comprehension skills and enhance vocabulary among our pupils. Our approach encompasses a daily whole-class session that is structured to engage children in various reading activities, ensuring a well-rounded and effective learning experience. In addition all classes have a daily DEAR (drop everything and read) session, one of which is in the school library. We also enjoy regular visits to Wantage library which help to develop reading for pleasure.

Components of the daily whole-class reading session:

1: Vocabulary Focus:

- Commence each session with a dedicated vocabulary focus, emphasising tier 2 and tier 3 words which are relevant to the text being explored.
- Engage children in discussion about the meaning, usage and context of these words to deepen their understanding.

2: Modelled Reading:

- The teacher will read a section of the selected text, demonstrating fluency, expression and comprehension strategies.
- During this part, the teacher will highlight and discuss specific elements of the text to guide pupils in effective comprehension.

3: Paired Fluency Read:

- Facilitate paired read aloud sessions, encouraging children to read sections of the text to each other.
- This promotes collaboration, peer learning and provides an opportunity for children to practise and enhance their reading fluency.

4: Rapid Recall:

- Conduct rapid recall questions based on the section of the text that has been read, reinforcing comprehension and promoting active engagement.
- Encourage children to answer spontaneously, fostering quick thinking and retention of key information.

5: Time to think Questions:

- Pose open-ended questions that require deeper analysis and critical thinking
- Allow children the opportunity to reflect on their responses, promoting thoughtful discussion and the development of higher-order thinking skills.

6: Independent Flying Solo:

- Allocate time for independent reading, where children are exploring the text individually.
- During this part, children focus on key strands such as character analysis, plot development and identifying literary devices.

Throughout Key Stage 2, we also use the Accelerated Reader programme (AR). This is designed to motivate and engage students in independent reading while providing teachers



with valuable insights into each child's comprehension and progress. Children are encouraged to select books within their appropriate reading level and interest and upon completion, take quizzes to assess their understanding of the material.

The programme not only promotes individualised learning but also instills a sense of accomplishment as children track their own reading achievements. It is important to note that while AR quizzes contribute to the overall reading approach, they are just one aspect of our broader approach. Our goal is to cultivate a well-rounded and lifelong appreciation for reading, encouraging children to explore diverse genres and discover the joys of literature beyond the confines of the programme.

How do we assess and track children's progress?

Similarly to the Early Reading approach, children complete a STAR reading assessment every term and the class teacher tracks pupil progress. For those that are in the lowest 20% of the cohort, additional reading support is provided to help the children to catch up. These children are read with a minimum of three times per week and further support activities may also be planned to support progress. In addition, children are formally assessed three times per year, using a combination of the STAR reading test, reading interviews and formal written tests (Years 3-6).