

Bussage C E Primary School

Reading Provision

At Bussage, we believe that reading is key to lifelong learning. Our aim is for every child to develop a love of reading and to become a confident, fluent and thoughtful reader.

We develop pupils' reading through a balance of our approach to systematic synthetic phonics teaching, structured comprehension lessons, fluency practice, shared reading and individual reading so that children learn to read widely, fluently, frequently and with good understanding. We aim to develop children who love reading and choose to read for pleasure.

Our provision for reading falls under the following key areas:

- Reading for pleasure
- Phonics
- Whole class comprehension
- Class story time
- Approaches for SEND.

Reading for Pleasure

At Bussage, we believe that every child is a reader. Reading is about enjoying books, developing confidence and finding stories and texts that spark interest and curiosity.

We want to create a culture of love of reading throughout the school, and we do this by providing:

- Well-stocked book corners in classrooms
- An extensive, visually enticing library that all classes visit weekly
- Class librarians within each KS2 class and whole school librarians in year 6
- Story snug set up and operated by school prime ministers
- Reading celebration displays in classrooms and the library
- Author visits to inspire
- An annual Summer Reading Challenge
- Celebration of World Book Day
- A well-planned reading curriculum which spans a diverse range of high-quality texts

Phonics and Early Reading:

At Bussage Primary School, we are passionately committed to ensuring that every child becomes a confident and competent reader and develops a love of language.

Phonics is proven to be the most effective way of teaching early reading and we invest time and resources to ensure it is taught effectively to all pupils. Our aim is to focus on developing secure foundational knowledge through early reading by encouraging good oracy and phonics skills that will set the foundation for our children to become independent, fluent readers who are set to succeed in life.

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Phonics at Bussage is taught using Essential Letters and Sounds (**ELS**) which is a DfE validated systematic synthetic phonics programme which 'gets all children to read well, quickly'.

The ELS programme begins in Rainbows and is a core element of teaching through the first years of school to Year 2. Children learn the sounds required for the end of Year 1 expectations for reading and will be supported beyond this into Year 2 and KS2 where necessary. Year 2 is a transitional year where pupils consolidate their phonic knowledge and begin to learn alternate spelling patterns and rules, taught through our ELS Essential Spelling programme, building further on foundational knowledge and skills that underpin automaticity and effective learning throughout education.

Children are taught during daily whole-class sessions with interventions built in where necessary. After the whole-class session, there are often follow up activities in a booklet in which children apply their learning. In Rainbows, this happens on a 1:1 basis.

Every week, all children will be given an exercise book to take home which recaps the phonics that have been learnt in class and a matching decodable reader linked to these sounds. They will read this in class and then take it home with the expectation that it will be read at least four times at home to increase knowledge of sounds, blending of sounds and fluency. Additionally, children take home a library book to be enjoyed when reading with an adult.

In support of parents' understanding and effective support from home, information sessions are provided. Updates are made to parents via Tapestry as to which sound has been focused upon that day. We know that parental engagement is pivotal in children's ability to learn so we work closely to ensure there is strong partnership and, where necessary, additional support is provided in school to children who may be disadvantaged.

Interventions are an integral part of the ELS programme and can be done:

- immediately after each teaching session, if gaps or a lack of focus or engagement are recognised during the session.
- daily, as part of identified gaps in a child's sound assessment.
- as part of a whole class review session.

Once a gap is identified we work quickly to ensure the child learns the sound to fill the gap and move on, keeping the class together in their learning and ensuring they all have access to phonic knowledge and skills. Interventions are short but focussed and happen daily until the child knows the gap/s identified in their learning.

Assessment uses Phonics Tracker which takes place at the end of every half term. This helps to track progress and identify any gaps in knowledge. These gaps are also communicated to parents so that they can support at home.

We accept that some children might need longer to learn these skills and support is built into the programme to allow for this; EAL and SEND children will be sensitively

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supported by this programme and will have access to regular intervention and individual plans to enable them to succeed at their pace and with high aspiration.

Furthermore, books are located around the classroom environment. This includes theme-related books in each of the learning areas which children can access during PEG time. As phonic sounds are learnt, matching phonic books are available for children to access in the Reading Area. Additionally, children vote first thing in the morning on a book that is to be read and enjoyed as a whole class.

Fluency

Fluency is vital to ensure children have good comprehension of a text, and for reading to be a pleasure for them. Teachers will frequently read aloud to the class so that pupils experience the impact of fluent reading and know what it sounds like.

In reception, children will take part in fluency sessions four times per week using texts that have been carefully chosen to match the ELS phonics programme.

In years 1-6, fluency sessions also take place in the sequence of learning involved in the teaching of comprehension. **Session 1- First read.** Teacher reads the text to the class to model fluent reading, allowing opportunities for engagement and initial discussions.

Comprehension

In-depth comprehension of a range of text types is something that all pupils have the opportunity to achieve.

In Rainbows, daily whole class discussion takes place about high-quality texts which are shared with the children. These texts are engaging and language-rich and are used to introduce children to new vocabulary.

From Years 1-6, comprehension sessions are taught as part of a sequence of four sessions which incorporate fluency, reading for pleasure and comprehension.

Session 1- First read. Teacher reads the text to the class, modelling fluency as well as allowing opportunities for engagement and initial discussions.

Session 2- Vocabulary –pupils exploring and familiarising with teacher-selected words from the text.

Session 3- Comprehension- In-depth analysis of the text with a focus on answering questions around a specific reading skill.

Session 4 – Library – Every class visits the library weekly to read for pleasure and exchange books where necessary. Teachers use this session to hear readers and move children up book bands where required.

Planning is progressive from a bespoke programme of study, which provides a structure to the teaching sequence over the course of the year and ensures children

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are taught the strategies to derive meaning from texts, and knowledge about the features of a range of text types and genres, with opportunity to draw on prior knowledge and make comparisons between texts.

Appropriate scaffolds are in place to ensure that all pupils can access these lessons, and partake in rich discussions about texts. Pupils benefit greatly from hearing the opinions and ideas of others when building their comprehension.

Monitoring of individual readers

In Class 1, children are placed on an appropriate book level from the Oxford Reading Tree series. One book from this level is taken home each week along with a library book to enjoy with adults.

In Class 2, children continue to have an appropriate book level from the Oxford Reading Tree series as well as a "Richer Read." Richer Read books complement our phonetically decodable reading scheme. Although colour-banded to reflect a child's reading stage, they are not fully decodable and are designed to be shared with an adult. These books expose children to a wider range of vocabulary, text types, authors and story structures, supporting language development, comprehension skills and reading for pleasure.

In KS2, children continue with an appropriate book level from the Oxford Reading Tree. They also have an appropriate level book from the class library which they take home.

Children are expected to read at home from the books provided in school and have a reading record in which parents can log and communicate about their child's reading at home. These are checked weekly.

A tracking system is used to ensure that children are heard reading by an adult regularly. For some children, particularly those who are not achieving the standards expected for their age, this will happen multiple times a week to ensure that they are on track to meet the expected standard for their age, and for all children it will happen at least once a half term. A reading record file is kept in every classroom and is accessible to teaching partners, PPA and supply staff and also ensures that volunteers are directed to those children who are a priority that day. Records of children's progress and assessments are kept within this file. Rasinski's Rubric is used as a guide and reference point when assessing children's fluency which ensures that children are reading books of an appropriate level.

Class story time

For all pupils across the school, teachers will read aloud from a high-quality text. In EYFS and KS1, these will mainly be picture books, poems and rhymes, as well as short stories, traditional tales and fairy tales. In KS2, classes will have 'class readers'- longer, chapter books which pupils can enjoy across a term, as well as picture books and poetry.

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The class readers are determined by our bespoke document Class Readers and Key Authors, which details which text will be read in each class each term. They are chosen based on key qualities: modern, well-acclaimed authors; classic children's fiction; stories that deal with issues and themes; and cultural enrichment. Each class will experience a balance of these four qualities throughout the year, meaning that their general knowledge and awareness of a wide-range of literature will grow as they move up the school.

Assessment

At Bussage Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

In-school Formative assessment

Formative assessment takes place daily, with teachers using questioning strategies to check children's understanding of what they read, mini-quizzes to check that knowledge has been retained.

During 1:1 reading time, teachers will formatively assess children's fluency, using Rasinski's Rubric as a guide and diagnostic tool to identify any issues in accuracy, automaticity and prosody as well as to determine the correct book level for the child.

In-school summative assessment

Summative assessments of reading are recorded on Insight Tracker three times a year at the end of every long term. This data is analysed, looking specifically for trends and aspects of development that need to be addressed.

Additional summative assessment for SEND:

- My Plan reviews every 12 weeks where children's progress is checked against their targets.
- Annual reviews for children with and EHCP take place every year alongside ongoing assessment of children.
- Reading age tests where appropriate.

Nationally Standardised Summative Assessment

The Nationally standardised summative assessments for reading include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1. Any children that do not pass this will resit the test in Year 2.
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

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SEND approaches

Teachers use a range of strategies to provide high quality first teaching and provision for reading, enabling all children to succeed. This includes a focus on vocabulary. Through regular formative assessment, teachers identify children who are not making enough progress and put in place timely interventions to ensure that they keep up. Some children may need targeted support with aspects of reading such as decoding, or comprehension, and may have a 'My Plan', 'My Plan Plus' or an EHCP, which focuses on their individual needs and provides targets and strategies. Our reading interventions are either phonics-based, or ensuring that children read with an adult 1-1 regularly. Other interventions include: Project X, MicroVipers and Comprehension Express.

Pupil progress meetings:

Once the data from the summative assessments is collected, each teacher collates together the information for the class and discusses with the reading lead. Together, whole class trends, which will feed into quality first teaching and small group trends, are discussed as well as groups which will be picked up by small group interventions or adaptations to classroom practice. In Reception and KS1, phonics will also be discussed at these meetings.

It is vital that children with SEND are given opportunities to develop a love of reading, and every child is present and involved at key points of the day including: reading for pleasure, whole class comprehension, fluency modelling and class story time.

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