

Reading at AJK

What do we want our pupils to achieve in reading?

At AJK, we believe that reading is the key to changing the lives of the children in our care. Through rigorous reading instruction, a spine of exciting texts and cross-curricular work, we want to ensure that all children leave AJK fluent readers who love reading.

What do we believe is important?

To ensure all children leave our primary phase confident, passionate readers we believe in developing children's fluency, vocabulary and comprehension. Texts can act as mirrors and doors for our children; this means that text selection is key. Our curriculum is full of engaging texts which both mirror our children's experiences and open them up to a whole world of possibilities. Through these texts, we offer rigorous reading instruction which focusses on developing their skills and strategies as readers.

Early Reading and Phonics

In our school, we believe that early reading is essential to ensure that all our students can access the full curriculum offer.

We follow the Read Write Inc. programme for teaching phonics. This rigorous and sequential approach to early reading develops students' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all students. Reading books connect closely to the phonics knowledge students are taught when they are learning to read.

The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the fundamentals for future learning. We work tirelessly to ensure that all students have the secure foundations, needed to access a broad and balanced curriculum throughout the rest of their learning journey.

Through, RWI the children will:

- Learn that sounds are represented by written letters (graphemes)
- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- Learn how to blend sounds
- Learn to read words using Fred Talk
- Read lively stories featuring words they have learned to sound out
- Show that they comprehend the stories by answering questions



At AJK we teach our students in small groups from Reception that are organised according to their specific needs. The phonemes and graphemes are taught in fun and engaging ways. Each session lasts between 45 minutes 1 hour. Children learn and review sounds every day, which are reinforced during the session with reading and writing activities – new learning is put into practice.

As our students progress through the levels, they are regularly assessed to ensure they are placed in groups most appropriate for them. If a child is found to be struggling, they are tutored for an extra 10-15 minutes every day which is provided by highly trained staff.

In Nursery we begin working on phonological awareness in September and continue this focus throughout the year. In Spring term we begin focussing on oral blending and teaching the pictures associated with graphemes, then in Summer term we begin teaching Set 1 single letter sounds. This is to ensure that our students are set up for success in Reception when formal Phonics lessons begin.

To supplement the RWI lessons, teachers lead a daily read aloud session using a high-quality text. These are taken from the *Pie Corbett Reading Spine* and are a range of picture books, short novels and poems. Through fun and engaging sessions, children respond to texts orally, through drama, writing and drawing.

Year 2 – 6 Reading

From the Spring term of Year 2, we teach whole class reading. This is founded upon three key tenets: fluency, vocabulary and comprehension. Each term is focused on an age-appropriate novel which is then supplemented with non-fiction or poetry to develop a wider understanding and support our pupils to make connections.

Using this novel, children then receive daily reading lessons which last between 45 mins – 1 hour. They follow a ten-day cycle using short extracts from the text:

Day 1: Fluency (Text 1)

Day 2: Vocabulary (Text 1)

Day 3: Comprehension (Text 1)

Day 4: Fluency (Text 2)

Day 5: Vocabulary (Text 2)

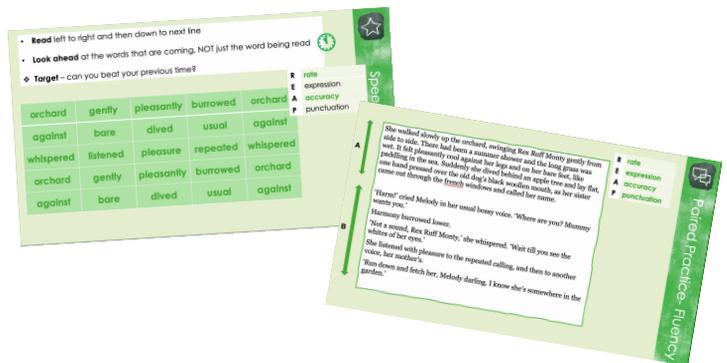
Day 6: Comprehension (Text 2)

Day 7: Independent Application

Day 8: Big Idea

Day 9: Fluency (Non-Fiction/ Poem)

Day 10: Vocabulary and Comprehension (Non-Fiction/ Poem)



In these lessons, children are exposed to a variety of reading forms: teacher reading aloud, a meta-cognitive read, echo-reading, choral reading, accountable independent reader and partner practice. Repeated reads enable children to become fluent with age-appropriate texts. Vocabulary instruction then focusses on using strategies for determining the meaning of words (inside/ outside / beyond) and delves into the morphology and uses of the word. Children are then able to approach comprehension and close reading questions with comprehension as they develop their inference skills through discussion and writing. This builds up to the 'big idea' where children discuss the themes and authorial intent of a text. They then respond through extended writing using a scaffolded structure (ACE).

Home Reading

We believe that the key to becoming a successful reader is practice! The more 'road miles' you get reading the stronger you will become. To this end, every child is issued a reading record to track their home reading which they are expected to complete every day.



EYFS: Children take home a reading for pleasure book selected from the library or book corner that their parents read aloud with them. Once on the phonics programme, they take home a copy of the book matched to their sound to practice.

KS1: Children take home three books: a phonics book matched to their sound, a colour-banded book matched to the reading level (as determined from *PM Benchmark Assessments*) and reading for pleasure books selected from the library or book corner. The first two books are for pupil practice and the latter is to be shared with an adult at home.

KS2: Children select age-appropriate texts from their classroom libraries and are given time in the school day to read these and discuss with their teacher.

Reading records are checked at the very least each week and we expect children to have an entry every day.

How do we assess reading?

- *Daily assessment:* During our partner, echo and choral reading teachers support children with developing their fluency using EARS. Children also act as coaches and support each other to improve their reading. After written answers, pupils are given feedback on what has gone well and what they could improve upon whilst they respond to what they have read. This 'live' discourse enables children to implement effective changes/amendments at the time of writing. Pupils also read each other's work and peer assess by identify key areas of strength and areas of development. This allows pupils to become self-reflective and respect peer reflection.
- *Age-level Assessment:* Each term, children sit an age-appropriate standardised assessment from Head Start, that enables the teacher and the pupils to celebrate the development that is made, identifying strengths and areas for development.
- *NGRT Reading Age Assessment:* Pupils complete a baseline reading assessment at the start of each academic year to identify their reading age. Further assessments at the midpoint and end of the year demonstrate the progress pupils have made. Through the online assessment, gaps are identified in pupils' reading fluency and comprehension – both of which inform planning and intervention.
- *PM Benchmarking:* All pupils in Year 1 and those who require further diagnostic assessment, complete PM reading assessments at regular intervals throughout the year to track progress and identify next steps. PM Benchmarking is a diagnostic tool providing teachers with an in-depth understanding of how individual pupils read and the gaps they have in their knowledge and skills that may prevent them from making further progress. Outcomes inform planning and intervention for individual pupils.

- **Read Write Inc. Assessment:** Each half term, all children who access the Read Write Inc. Programme are assessed on sounds, word reading & fluency. This tracks progress in their reading groups, allows teachers to identify next steps and differentiate their phonics lessons to meet the needs of all children. These assessments also inform interventions, in which children receive daily 1:1 tutoring for any gaps that have been addressed in their assessments, as well as daily lessons. Assessments are completed more frequently where further diagnostic information is needed to support progress, as well as to ensure that pupils are advanced in their learning where suitable.

RWI Expected Progress:

Reception:

End of Autumn 1	Read single letter Set 1 sounds.	
End of Autumn 2	Read all Set 1 sounds; blend sounds into words orally.	
End of Spring 1	Blend sounds to read words. Reading: ditties .	
End of Spring 2	Reading: red story books.	
End of Summer 1	Read some Set 2 sounds. Reading: green story books.	
End of Summer 2	Reading: green or purple story books.	

Year 1:

End of Autumn 1	Read some Set 2 sounds. Reading: purple story books.	
End of Autumn 2	Read all Set 2 sounds. Reading: pink story books.	
End of Spring 1	Read some Set 3 sounds. Reading: orange story books.	
End of Spring 2	Read more Set 3 sounds. Reading: yellow story books.	
End of Summer 1	Read all Set 3 sounds. Reading: yellow story books.	
End of Summer 2	Reading: blue story books.	

Year 2:

End of Autumn 1	Reading: blue story books.	
End of Autumn 2	Reading: blue story books with increasing fluency and comprehension.	
End of Spring 1	Reading: grey story books.	

Interventions

When we identify children who need further support in reading, we offer a range of reading interventions depending on their need and gaps identified in assessment:

- ✓ Echo Reading
- ✓ 1:1 Phonics Tutoring / 'Pinny Time'
- ✓ Fresh Start Fast Track Tutoring
- ✓ 1:1 Reading
- ✓ Corrective Reading

How do we celebrate reading?

Reading is part of the fabric of life at AJK and we host annual events such as World Book Day and Books at Bedtime to celebrate it. We also share books throughout school life and across the curriculum. Children also have fortnightly assemblies with our headteacher where they enjoy texts together!

We are also in the process of raising funds and creating a brand new primary library!