



EARLY READING

Subject on a page

Intent: We will...

Foster a love of reading by listening and interacting with a variety of fiction, non-fiction and poetry. We will ensure reading is a transferable skill by providing opportunities to read across the wider curriculum.

Provide children with the necessary skills to ensure they can read confidently, fluently and with good understanding.

Through our consistent approach of Guided reading and regular assessments, we will make ongoing assessments to support children in catching -up quickly.

We will provide opportunity for children to read for pleasure. We will engage with parents and incorporating visits to the school library and local library. We will plan events to encourage and promote reading.

Implementation:

A systematic approach: We are using a bespoke approach to phonics by consistently applying a tried and tested phonics approach which meets the needs of our school context. Our approach is designed to meet the requirements of DFE published 16 essential core criteria for a successful phonics programme. The staff at Springfield are trained to deliver this bespoke programme and our outcomes demonstrate the effectiveness for our school context. Pupils have weekly Guided reading sessions. The text used in these sessions is sent home for further practice. Pupils have access to decodable texts and text which require further reading strategies. This two-pronged approach is effective for our school context. We have a wealth of carefully chosen, levelled books for children to read. We also have a wealth of online ebooks which children can access in school and at home through the activelearn website (bug Club)

Rigorous assessment: The Assessment of reading is an ongoing process. Pupils are assessed during their Guided reading sessions with an adult. Children are formally assessed using 'Benchmark running record' reading books, which assesses which Reading recovery level they are working at. A running record analysis can monitor a pupils reading strategy and accuracy rate. The benchmark assessments also assess children's understanding of a text. Pupils also work through comprehension text to learn comprehensions skills. Teachers use assessment comprehensions to further target their teaching and learning.

Progression through reading: expected levels

Nursery	Reception			Year 1	Year 2	Year 2-Year 6
Phase 1 Developing speaking and listening skills and sound discrimination	Phase 2 Books Reading recovery level 1 and level 2	Phase 3 Books Reading recovery level 3 and level 4	Phase 4 Books Reading recovery level 5-9.	Phase 5 Reading recovery level 10-16	Phase 6 Reading recovery level 17+	When children leave Year 2, many children will be 'Free readers' (Reading recovery Level 20 and above)

Implementation continued:

Guided reading is taught through whole class and small group sessions, depending on age and ability.

High quality texts are used which are carefully chosen to meet the needs of the group.

Children reading independently and at their own pace with support from the teacher regarding their reading strategies.

Children will have the opportunity to demonstrate their understanding of texts and vocabulary through targeted questioning.

In a Guided reading session, you will see...

Home-school links

Pupils take home their Guided reading book for further practice. Home-school reading records are used to communicate how often children are reading at home and any comments regarding the reading between staff and parents. Children are encouraged to read 5 or more times per week. Reception and KS1 children to read between 5 and 10 minutes per night and children in KS2 to read at least 20 minutes per night, dependent on the level of reading and the ability of the child. Parents are invited into our EYFS and KS1 classes to share a book with their child to support the notion of reading for pleasure. We are promoters of Bedtime stories and pupils in all classes are able to loan library books from school to read at home.

Catch-up support

Springfield has high mobility of children leaving and arriving in school due to families visiting the UK from countries from around the world. Children join our school within all key stages. Many of our new arrivals children are EAL (English as an additional language) and are therefore learning to speak, read and write English at varying levels of acquisition. Early reading strategies are therefore needed within all key stages in school. Children are quickly assessed on their reading on arrival and reading groups are shuffled to accommodate new children to quickly support children develop with their reading in order for them to access the rest of the curriculum by learning to read at an accelerated pace. Phonics intervention plays a unique part in this. As well as regular opportunities to read in class with school adults. We have a number of Reading volunteers who have been trained by ESCAL who volunteer their time to do additional 1-1 reading with selected children.

Children who are targeted for intervention include:

- those children leaving foundation stage who did not reach Early Learning goal in Reading;
- children who did not take or did not pass the Phonics screening test in Year 1
- Children who did not reach the expected standard in Reading in Year 2

*These may also be children who are new to the UK or new to arrive at Springfield who need additional support
 -Children may be selected from assessment purposes to move to the next level or deepen their understanding of texts.
 -children with SEND who are struggling with decoding, blending and segmenting and need further phonic support.

Impact: how do we know we have a successful Reading approach?

The majority of children are confident, fluent readers. Children who see themselves as readers and have a love for books being read to them as well as reading them for themselves.

Children achieve well in Reading, from their starting points, closing the gap to National levels and in places exceeding it.

Our results: 2018

KS1

Y2 Attainment	Reading Expected	Reading Greater depth
Springfield	67%	37%
National	76%	26%

KS2

	% of children attaining at Expected Standard or above		% of children attaining at Greater Depth
	School	National	
Reading	65%	75%	22%