



Essendine Primary School

Working Together, Growing Together



Aims

- Develop a lifelong love of reading, taking genuine pleasure from what they read and having an inquisitive attitude towards books
- Enable children to read confidently and fluently
- Develop a range of reading skills, that enable children to access all areas of the curriculum
- Develop and extend children's vocabulary through shared and whole class reading using high quality texts
- Provide a language-rich environment that promotes the culture of reading
- Teach children to read critically to ascertain the truth and allow them to make judgements on what they read or what is read to them.

The evidence

There is strong evidence to illustrate the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

Reading at Essendine

At Essendine we embed a love of reading through the whole of the curriculum. We aim to nurture readers who recognise the pleasure and purpose of reading widely and independently. Reading pervades the entire creative curriculum and explicit reading opportunities are provided across the subjects. Children explore a wide range of text types, to build their familiarity with the features of different texts, to shape their interests and to read critically. Essendine aims to develop reading strategies and skills: fluency, accuracy, understanding and response to different texts. We rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

Reading at home

Evidence shows that more frequent reading leads to greater enjoyment and confidence. Children who also read outside of the classroom perform better than their peers who don't.

At home:

- Children are expected to read with an adult for 10-15 minutes each night.
- Children are given the opportunity to change their reading book weekly with their teacher.
- Children are encouraged to read a wide range of texts: books, comics, magazines etc.
- Children take home a reading record, which is to be signed each day. Comments, signatures or even smiley faces in reading records provide communication between parents and teacher about the child's progress, enjoyment and difficulties with the book.
- Reading records contain 'sounds' that children are to learn in EYFS – KS1 to help support their children.

In school:

- Records are checked daily and teachers comment weekly. It is the teachers' responsibility to monitor reading and share Essendine expectations with the pupils and parents.
- Books are changed weekly, when the pupil has completed their previous book or following a dialogue with the teacher.



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Teaching, learning and assessment

Teaching of early reading

Phonics at EYFS and KS1

At Essendine, we believe every child should learn to read well, quickly through high quality phonics teaching. At Essendine, phonics is taught through the validated Essential Letters and Sounds scheme, which enables children to make quick progress and become fluent and confident readers. We aim to ensure all children are fluent and confident readers by the time they leave KS1. Any child who does not pass the phonics screener test, will be supported through KS2.

Through the rigorous teaching programme, children in EYFS and KS1 will build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes). Every lesson has been designed to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success. Children will get the same high-quality first teaching every lesson, every day throughout the programme.

Nursery

As children enter nursery, children begin identifying different sounds. Children are exposed to a wide range of **vocabulary**, through their learning environment and from questioning and exploration with adults. Children are read to daily, to expose them to a range of genres, authors and begin to develop a love of reading. The children undertake Phase 1 phonics from *Letters and Sounds*. As part of the curriculum staff will introduce Phase 2 of *Letters and Sounds* using the multi-sensory program. This will enable our children to enter the Reception classes with some letter sound knowledge, the ability to write some letters and the skill of oral segmenting and blending.

Reception

By the third week of the Autumn term, **reception** children begin our phonics scheme, **Essential Letters and Sounds**. Children learn to read by identifying phonemes and graphemes within words using these to read words. Children begin to experience the joy of books and language whilst rapidly acquiring the skills they need to become **fluent independent readers**. Children will bring **home-readers** home weekly, to read with their guardian. These home-readers are matched to the exact sounds a child has learnt and needs to practice.

Year 1

In **Year 1**, children continue to learn to become **fluent readers** through our phonics scheme. All children are exposed to the same structure of and lesson and are taught in a consistent manner, which reduces cognitive load and maximises the chances of success. In each phonics lesson, Year 1 children make direct application to reading. Children are continuously exposed to **high-level vocabulary** through their phonics lessons, stimulating learning environment and adults ensure the environment is language rich.

Towards the end of Year 1, children begin **whole-class reading sessions**. Here children are exposed to **high-quality texts** and begin to learn how to **comprehend text**. Children begin to make links to what they have read and their own experiences. During these sessions, children begin to familiarise themselves with **key stories, fairy stories and traditional tales**.

Year 2

By Year 2, children are apply to apply their phonic knowledge and skills to decode words without overtly sounding out and blending. Children will read books that are closely matched to their improving phonic knowledge and will be sent home with a **home-reader**, each week that matches the sounds they are familiar with.



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As children move into **KS2**, **reading remains a priority**. Children are exposed to reading through whole-class reading lessons, story-time and throughout the curriculum reading is woven throughout. Children continue to receive daily whole class reading lessons, which builds on the reading skills developed so far. Children are exposed to a range of **high-quality texts**. During these sessions, children read for at least ten minutes and then focus on a reading skill such as: **retrieval, inference, summary, prediction or word meaning**. There continues to be an emphasis on the teaching of vocabulary through reading lesson and across all aspects of the school curriculum.

Assessment

Using our scheme, Essential Letters and Sounds, children are assessed half-termly. Teachers use this assessment to address gaps and plan for interventions, as needed

Year 1 phonics screening check

All children in Year 1 will be screened using the National Assessment materials in Term 6. If the children in Year 1 fail the screening they will be retested when they are in Year 2. This data will be submitted to the local Authority.

Any child, who has not learnt to decode and read fluently, will be given high-quality interventions to enable them to, following **our Essential Letters and Sounds scheme**. These children will continue to follow the year 3 and 4 curriculum alongside this.

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Whole-Class Reading at KS1 and KS2

Each class has a core text linked to their topic. This is read throughout the course of the topic as part of English sessions and whole class reading time. This provides opportunity for children to listen to teacher's modelling the use of reading for punctuation, expression and strategies to support decoding skills.

Whole Class Reading

At Essendine, from Year 2 – 6, children receive daily whole class reading lessons, which builds on the reading skills they have developed in EYFS and Year 1. The aim of this approach is to expose all children to high quality children's literature and texts, which expands their vocabulary and deepens their understanding of the texts they are reading. Through this approach, all children benefit from quality talk around a text and explicit teaching of a reading skill and vocabulary. Ultimately, it is an approach which ensures children engage positively and enthusiastically with fiction and non-fiction and become readers for life.

At Essendine, each whole-class reading lesson follows a structure, which enables all children to develop their reading skills. At the beginning of each lesson, teachers pre-teach unfamiliar vocabulary, so that there are fewer barriers when reading a text for the first time. A key reading skill is then introduced, such as reading aloud with intonation or inferring from the text, this is carefully modelled by the teacher. The children will then have the opportunity to practise this skill during the independent part of the lesson. At least ten minutes of each lesson is devoted to children reading aloud, which is also a vital facet to becoming a skilled reader.

What does a Whole Class Reading session look like?



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Lesson structure:

The majority of lessons should follow this structure:

- Recall
- Pre-teach of new vocabulary
- Teacher models reading skill
- Reading aloud (10 minutes minimum)
- Independent activity based on the reading skill

Marking and assessment:

Teachers acknowledge the children's learning and always consider their formative assessment, when planning subsequent lessons.

Reading for pleasure+

Rationale

Reading for pleasure is at the heart of teaching at Essendine. We believe that all children will leave our school as lifelong readers. Our curriculum and school facilities have been developed in a way that celebrates the joy of reading, as well as encourages children to find an individual love of reading. We believe that reading unlocks opportunities, develops empathy and social skills and has a positive effect on their well-being.

Reading is celebrated throughout the school in various ways: from our World Book Day celebrations, yearly visits from the travelling book fair and a range of assemblies and celebrations, enjoyment of reading is always encouraged. Throughout a child's time at Essendine, there are opportunities to become elected as a reading ambassador: a valuable title, given to those children that are particularly impressive advocates for reading.

Reading Rooms

At Essendine, we have two reading rooms, where children can go to enjoy their books. In KS2 we have a Reading Den and in Early Years we have a Reading Chalet. In the reading rooms, children are asked to take their shoes off, get comfortable on the cushions and pick from a range of exciting titles and authors. These special procedures encourage the children to really embrace and enjoy reading. Each class has frequent opportunities to visit the reading den throughout the week, as well as opportunities to visit during break-time and lunch-time.

Story time

Throughout a child's time at Essendine, they will be exposed to a range of diverse stories from different authors. At Essendine, we believe reading a story aloud is one of the most important things a teacher can do. That's why each day, each teacher reads uninterrupted for 15 minutes to the children. This valuable time allows children to broaden their vocabulary, imagination and encourage the enjoyment of books.

Free reading

Each week the children have a specific session, where they are given the chance to talk about books, share recommendations and read for pleasure. Here they are given the opportunity to read a book from the library, the Reading



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Dens, magazines or from a selection of non-fiction books. All reading is encouraged with an emphasis on enjoyment and pleasure.