



Ditton Primary School

Reading Narrative

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Phonics and Early Reading EYFS and KS1



At Ditton Primary School, we believe it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of their background.

Our Reading Vision

All our children will become independent readers who love to read for learning and for pleasure.

Our Mission

We will improve the life chances of our children by ensuring that every child is taught valuable reading skills by teachers who have the passion, knowledge and resources to support them so that they become confident, successful and enthusiastic readers. This will allow them to foster new interests and pursue opportunities to develop culturally, socially and emotionally as well as reaping the benefits academically.

Intent

At **Ditton Primary**, we believe that all our children can become fluent readers and writers. This is why we teach early reading through **Little Wandle Letters and Sounds Revised**, which is a systematic and synthetic phonics programme. We start teaching phonics in the second week of Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read.

At Ditton, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus

on language development for our children because we know that speaking and listening are crucial skills for reading, writing and accessing the wider curriculum.

Comprehension

At **Ditton primary**, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader and a Phonics Leader who drive the reading programme in our school. They are both highly skilled at teaching phonics and reading, and they monitor and support all our staff, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme and reading policy.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in **Year 2 or 3** who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in **Year 3 to 6** has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding

- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.
- In **Reception** these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In **Year 2 and 3**, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is assigned to read at home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- Reading Leaders and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- [Assessment for learning](#) is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- [Summative assessment](#) is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by the Phonics Lead and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The [Little Wandle Letters and Sounds Revised placement assessment](#) is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Y1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through:
 - their teacher's ongoing formative assessment
 - the *Little Wandle Letters and Sounds* placement assessment
 - the appropriate half-termly assessments and benchmarking

	EYFS/KS1 Overview
R	Daily Phonics lessons 3 x Group reading sessions with matched decodable books Regular 1:1 reading plus daily for identified children Matched decodable book to read at home Class read/story time/shared read Bespoke keep up phonics sessions for identified children
Y1	Daily Phonics lessons 3 x Group reading sessions with matched decodable books Regular 1:1 reading plus daily for identified children Matched decodable book to read at home Class read/story time/shared read Bespoke keep up phonics sessions for identified children
Y2	Daily shared reading/3 x group reading sessions Daily Phonics/spelling lessons Phonics book matched to phase or banded book (Gold and above) to take home Regular 1:1 reading plus daily for identified children Daily class novel Bespoke keep up/catch up sessions for identified children Test Base intervention for GD

Reading Recovery

In light of the pandemic:

- All Y1 children are receiving extra phonics tuition.
- Identified Y2 children are receiving daily phonics support.
- Identified Y1 and Y2 children have attended after school writing sessions.
- Identified Y1 and Y2 children have attended after school phonics sessions.

These sessions have been and are delivered by qualified teachers and/or TAs.

THE READING JOURNEY FROM Year 2 to Year 6

Whole Class Shared Reading

Teachers in Years 2-6 deliver WCSR lessons for 30 minutes per day and children record work in reading journals. Our shared reading sessions focus on high quality literature that support acquisition of knowledge and vocabulary as well as the teaching of reading skills.

So why do we do WCSR?

It has been shown through extensive evidence from research that the teaching of metacognitive strategies for reading comprehension has high impact. Much of this research has been with pupils aged 7-11, using a WCSR model. At Ditton, we feel that WCSR model is the best teaching strategy to implement these teaching skills, which are detailed below:

Vocabulary Development – children are encouraged to highlight unknown words that are then analysed at a whole class level to ensure thorough understanding throughout the class. **Which words do you not understand?**

Fluency – pupils develop **speed, accuracy, and proper intonation**, in order to understand what they read.

Prediction—pupils predict what might happen as a text is read. This encourages them to pay close attention to the text, which means they can closely monitor their own comprehension. **What do you think this text/section/paragraph will be about?**

Questioning—pupils are asked questions and encouraged to generate their own questions about a text in order to check their comprehension. **What questions do you have about this text? What would you like to find out?**

Clarifying—pupils identify areas of uncertainty, which may be individual words or phrases, and seek information and evidence to clarify meaning. (Reading on and reading back) How do you know this? **What evidence can you find to support your thoughts?**

Summarising—pupils describe succinctly the meaning of sections of the text. This encourages pupils to focus on the key content. **What is this section of text mainly about?**

Inference—pupils infer meaning from context and use evidence to back up ideas. **What do you think the author really means by this?**

Activating prior knowledge—pupils think about what they already know about a topic, from reading or other experiences, and try to make links. This helps pupils to infer and elaborate, fill in missing or incomplete information and use existing mental structures to support recall. **What do you know about this topic/section/story already?**

WCSR has allowed us to:

- Teach explicit comprehensions skills: prediction; questioning; clarifying; summarising and inference
- Use a text beyond the independent reach of the children (decoding and/or comprehension)
- Offer challenge
- Model fluency and demonstrate how good readers read
- Model particular comprehension strategies
- Collaborate and support each other through paired work
- Introduce and reinforce knowledge to support the learning of Foundation subjects especially Science, Geography and History
- Expose children to taught, daily reading lessons

WCSR Texts, Planning and Progression from Y2 to Y6

Carefully crafted units of work from Literacy Counts are used to support our delivery of **Whole Class Shared Reading**. These units of work (Steps to Read) incorporate *all* aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts.

Steps to Read provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

The primary aim of these sessions is to teach reading comprehensions skills and strategies explicitly:

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- Uses engaging texts to promote a life-long love of reading
- Includes poetry, non-fiction and fiction that enhances knowledge learning across the curriculum

These detailed units are also vehicles to our wider curriculum and enable us to provide curriculum knowledge for foundations subjects. This, in turn, builds a rich curriculum which leads to Impact through improved outcomes for children.

	A: Autumn 1	B: Autumn 2	C: Spring 1	D: Spring 2	E: Summer 1	F: Summer 2
YR	Friendship & Animals	Stars & Space	Superhero	Traditional Tales	Growing	Seaside
Y1	History: Living Memory	Reading Breadth: Fairy Stories & Rhymes	Geography: Locality	Reading Breadth: Traditional Tales & Poems	Science: Animals inc. Humans	Reading Breadth: Stories & Poems
Y2	Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry - Contemporary	History: Events Beyond Living Memory – Great Fire of London	Reading Breadth: Stories and Plays & Poetry -Contemporary
Y3	Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry - Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y4	Science: Living Things/Habitats/ Animals	Reading Breadth: Stories & Poetry - Different Forms	History: Vikings	Reading Breadth: Myths and Legends & Poetry - Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y5	Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends and Plays & Poetry – Wider Range	Geography: North & South America / World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range
Y6	History: War	Reading Breadth: Modern Fiction & Poetry - Wider Range	Science: Evolution and Inheritance	Reading Breadth: Literary Heritage and Plays & Poetry - Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry - Wider Range





Why Reading Plus in UKS2?

After a thorough initial diagnostic assessment, Reading Plus creates a personalised programme for learners, where progress is constantly tracked. Reading Plus focuses on the specific skills that pupils need to develop in order to reach age-related expected standards. Pupils' aspirations are set high, and they receive regular extrinsic rewards to encourage, motivate and recognise achievement.

Reading Plus tracks pupil progress and adapts the scheme of work accordingly to support an individual's learning needs. Teachers have the opportunity to assess the pupils up to three times in a school year in Reading Plus - as well as evidencing impact, teachers can use this data to respond to specific needs with focused lesson plans and tuition.

Through the wide range of texts available in the Reading Plus programme, pupils are frequently made aware of connectedness within the curriculum and the relevance of reading across subject areas.

In Reading Plus, much of the data analysis, planning, marking, reporting and necessary admin tasks are performed by the program or Reading Solutions UK consultants. This reduces the teacher workload and frees up time so that they can provide more focused and personalised work.

Reading Plus gives pupils an opportunity to practise a range of skills and revisit learnt knowledge via a personalised programme. Children are focused and have a clear understanding of what is expected to progress through to the expected level as well as having any specific needs identified.

Reading Plus significantly increases children's reading rate, improves their ability to comprehend and trains them to concentrate for longer periods; it develops their love of reading, as the texts are personalised and children have a large degree of choice with the texts that they access. Children's confidence also thrives after a short introduction to the scheme, which has the positive effect of encouraging further reading for pleasure.

A final advantage of the programme is that Reading Plus can be accessed at home and children's general trackable exposure to reading is significantly enhanced both at home and in school.

In addition to this, children in Year 6 will work with their reading tutor, who will focus on accessing specific gaps in reading strategy knowledge and on answering specific reading questions.

Additional support in KS2

Children in KS2 who are not on track to meet age related expectations take part in group reading sessions 3 x per week as well as daily shared read. These sessions are planned by the class teacher and led by trained teaching assistants.

- We timetable **daily** phonics lessons for any child in **Year 2 or 3** who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in **Year 3 to 6** has gaps in their phonic knowledge when **reading or writing**, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

KS2 Overview

Daily shared reading lesson
Regular 1:1 reading
Daily 1:1 reading for identified children
Banded book to read at home
Daily Class Novel session
Bespoke keep up phonics sessions for identified children
3 x Group reads for identified children
Reading Plus
Reading for pleasure
Y5/6 Tuition

Assessment

Children are assessed regularly using AFL and tailored interventions are put in place immediately for those children who are finding it difficult to keep up or are at risk of falling behind.

Benchmarking assessments (Y2-Y6) are completed at the end of each half term to track progress and to ensure that children are reading at the correct level. Class reading trackers are updated each half term and are monitored by the Reading Leader.

NFER tests (Y1-Y6) are completed three times a year during assessment weeks. Y1 children complete statutory phonics screening in June and Y2 and Y6 children complete KS1 and KS2 assessments in May.

Identified Readers

The **lowest 20%** of readers are identified across the school and added to Provision Plans which log their current reading status and detail their particular difficulties such as gaps in PGC, lack of fluency or poor comprehension. Teachers plan bespoke strategies to close gaps which are then monitored, assessed and adjusted accordingly. The Reading leader monitors and evaluates provision for and progress of identified reader regularly.

<u>Name</u>	<u>Year Group</u>	<u>Reading Phase/Book Band</u>	<u>Passed PSC?</u>	<u>Difficulty</u>	<u>Provision</u>	<u>Impact</u>

Reading for Pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)
'The will influences the skill and vice versa.' (OECD 2010)



At Ditton, we believe that reading for Pleasure is the entitlement of every child and we value reading for pleasure highly. We work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at **Ditton Primary** and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting reading area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading area every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading diary. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the school library every two weeks.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).



We ensure that teachers have a wide and up to date knowledge of children's literature and other texts so that they can engage enthusiastically, make reader recommendations and build reciprocal relationships with children.

Our school library and class reading areas provide social reading environments that are physically engaging, that tempt children into texts and offer spaces to relax, browse, and read for pleasure. Each child has their own library bag and they visit the school library on a weekly basis, changing books if they wish.

We have composed a tailored spine list of recommended reads for each year group comprising of fiction and poetry and children are encouraged to loan these from reading areas.

Each Year Group identify three age appropriate authors to promote in their reading areas and children are encouraged to read, loan and share their writing.

Class novel sessions (Y2-6) and shared story times (R-Y1) allow for reading aloud to enable children to access rich and challenging texts. Reading aloud prompts children's affective engagement and adds to a class repertoire of texts to discuss. It is during these sessions that teachers can share their own experiences of reading, making a positive impact on children's desire to read and frequency of reading at home and at school.

Reading at Home

Children in Reception and Year One are assigned their reading practise book online after their three group reads are complete. They also take a hard copy of a matched decodable book home in case they cannot access a device. Year Two children do this also until they reach Gold reading level when they commence reading colour banded books. Some children in KS2 require decodable books for home reading and move to banded when they are assessed at Gold level. Children in KS2 take home a colour banded book or a free reader as their independent reading book. All children also have a reading for pleasure book from the library or class reading area to read at home. Parents are asked to read with and to their children encouraging a love of books and reading. Children are rewarded by class teachers when they read regularly at home. Children are also given the opportunity to read their independent reading book to staff and or at break times if they struggle to fit this in at home. This means that they too can be rewarded.

At Ditton Primary School we want to develop children as readers, children who enjoy reading and use their skills to open doors of new knowledge and use this information in the wider world. We hope that the opportunities provided at school equip every child with the skills of a competent reader and promote lifelong readers.