



Our Approach to Reading at Fishbourne CE Primary School

Our ultimate aim at Fishbourne is to foster a love of reading whilst providing excellent learning opportunities to enable all of our readers to read with confidence and enthusiasm. We are passionate about reading. Our learning environment is full of wonderful, high-quality books and we take every opportunity to immerse our children in literature. At Fishbourne, we place reading and books at the heart of our curriculum. We believe that being able to read well is an essential life skill for children, whatever their background. We believe that every child can learn to read with the right teaching and timely intervention. We ensure that children read both within & beyond reading lessons, where they can read for a range of purposes: reading for practice, reading for meaning and reading for pleasure.

What does reading look like in each year group?

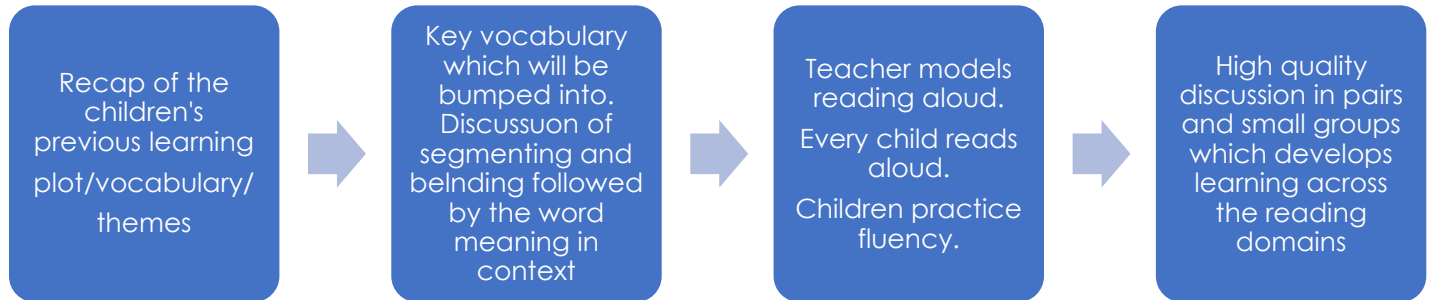
Year R	When children first start school, initial assessments are made and children are given a book to take home. Initially, children are given a wordless book to tell the story from pictures at home. Once children are secure with the first two sets of phonemes and are able to blend sounds to make words, they are given a book to take home with words, matched to their secure phonic knowledge. We aim to hear children read 1:1 2-3 times a week. Those who need additional support are heard daily. There is a focus on children rereading books to develop confidence and fluency. In phonics sessions, children read words and books as a class or in groups with the target phoneme, with a focus on blending sounds. This develops throughout the year with fluency and prosody. Story times are a sacred part of the school day, with children being read to from a wealth of carefully picture books. Children enjoy rereading stories together with focus on vocabulary and comprehension. There is lots of opportunity for children to develop their oracy when talking about books.
Year 1	Teachers model reading every day and share their love of books with their class. Reading sessions continue daily and children continue to read books both as a class and in small groups with the target phoneme as a focus. They work on segmenting and blending sounds; fluency and prosody are modelled and practised. Books, carefully matched to each child's stage of learning, are sent home to read to an adult. We encourage children to read and reread these to ensure they experience success when reading for meaning. Reading practice books are sent home each week. Parents are given guidance on how to use these books. They are changed weekly. Sight vocabulary is sent home to learn each week.
Year 2	Children start the year reading in groups (groups size to be determined by the class teacher). Books are matched to the children's secure phonic knowledge. 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 sessions are 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. Children continue to take home a reading practice book which is changed weekly until such time as they become 'free readers'. Sight vocabulary is sent home to learn each week. In the , whole class reading is started. We ask parents to purchase a copy of the chosen text and this is shared as a whole class. The same reading skills are continued as before but with a greater focus on prosody and comprehension. Children who need additional support are heard read daily on a 1:1 basis and are carefully monitored to ensure they are making progress. Adults read to children every day. They are highly knowledgeable about children's literature and promote a love of reading.
Key Stage 2	Children take part in daily whole class reading sessions. In these sessions, teachers model reading aloud so that children understand how to read with expression. In these sessions, each child in the class also reads aloud, practicing their fluency. Whole class reading is planned to ensure that poetry and non-fiction texts support the fictional class novel. This allows for connections to be made and for vocabulary to be strengthened. Whole class reading allows teachers to model their enthusiasm for reading and create excitement around the joy of reading a wonderful book. In addition to whole class reading, every child has a book from the class collection. These are changed by the children under the supervision of adults to ensure children are reading well-matched books. These books are read in and out of school. Additionally, all children access the library and select books of their own choice to take home and enjoy. Any child needing additional support is heard read daily on a 1:1 basis or as part of a small focus group. These children take home sight words to learn. Phonics teaching continues as an intervention.

Assessment: It is important that we know how well the children are progressing with their reading fluency and comprehension. Whilst most of our assessment comes from whole class reading and book talk discussion, we also keep Reading Journals for the children to record written responses to comprehension questions and activities when appropriate. Evidence in Reading Journals provide formative assessment opportunities, which give teachers accurate and ongoing assessment of children's progress. This is then used to inform the teacher's planning of children's next steps.



A sequence for teaching reading at Fishbourne CE Primary School Whole Class Reading Sessions

Every whole class reading session will include:



Over a series of lessons, teachers will use a toolkit of approaches to develop fluency and comprehension. The children will learn a range of techniques, which enable them to comprehend the meaning of what they read. These may include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Strategies may be taught to the whole class and then practiced in pairs or small groups. When using a fiction text, teachers carefully plan to use non-fiction or poetry to deepen children's understanding of a class novel. We ensure we teach a balance of non-fiction and fiction texts across each year. Children receive verbal feedback during the class session which ensures they deepening their understanding and address any misconceptions.



A sequence for teaching reading at Fishbourne CE Primary School Small Group Reading Sessions

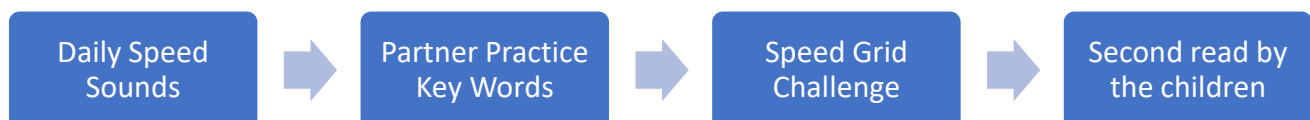
Day 1



Day 2



Day 3



Day 4



Assessment

Reception and Year 1

Phonics - Evidence shows that teaching phonics is the best way to teach children to read words. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. We continually assess children using our assessment resources contained within our phonics programme and then children complete the Year 1 phonics test, which gives as a summative assessment of a child's ability word reading at the end of the Summer Term.

Years 2

Children who have not met the expected standard of reading in Year 1 will be monitored very closely as part of a 'catch up' approach. They will continue to be monitored using phonics assessments and resit the Year 1 phonics test in the summer term. In the Spring and Summer terms, formal summative assessments are carried out on all children and these are shared with parents.

Formal Summative Assessments Years 3-6

In the Spring and Summer terms, formal summative assessments from NFER are carried out and these are shared with parents in years 3-5. In year 6, past NCT are used in the Spring term, before all children sit the KS2 National Curriculum Test in Reading in the Summer Term.

Comprehension

In both KS1 and KS2, teachers will monitor children's comprehension of texts they read, mainly through discussion. Teachers know that questioning is most effective when it is text specific and builds on rich discussion which encourages children to offer personal responses and build on prior knowledge.

Discussion is not just talking; it is a way of thinking deeply about new knowledge and ideas, as well as a way of learning something new.' DfE Reading Framework 2023, page 103

When appropriate, children will have the opportunities to respond to their reading in a written form, which will assess an area of the reading curriculum domains.

Fluency

In both KS1 and KS2, teachers will monitor children's fluency: the child's speed and accuracy during reading. This will be monitored in small group and whole class reading sessions by teachers. Children who are needing extra support are quickly highlighted and support provided in the form of additional 1:1 reading sessions with our Reading Champion. Some children may be highlighted as needing more detailed assessments and where we feel this is needed, we use the YARC Reading Assessment Tool to explore their reading difficulty and plan next steps.

Impact

How do we know we have achieved our aims?

- By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure
- As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments, and essential skills allow children to transition confidently.
- Children read for meaning and for pleasure; staff enthusiastically share texts and show themselves as readers; and parents/ visitors actively support us.
- Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons & beyond
- Children read in other subject areas and as a result their skills are enhanced and understanding of the world increased.
- A high number of children achieve the expected standard or higher, and through target intervention, those who find reading challenging are helped to catch up