



Reading

Intent:

Reading is at the very heart of our curriculum and is given the highest priority in order to ensure that all pupils, regardless of background, succeed in reading. At Ravensthorpe we are passionate that every child in our school will become a competent, confident reader with a true, deep love of reading.

Our reading curriculum is based on extensive research, particularly the work of Ruth Miskin (Read, Write Inc) and Hackney Learning Trust's reading programme of study (Destination Reader). Pedagogy has been developed so as to enable children to become expert readers as they move through school and into adulthood, thus providing them with better life chances.

At Ravensthorpe Primary School, our children will be taught to:

- understand and apply their knowledge of phonics and spelling patterns using this to decode words with accuracy;
- build a bank of sight words to enable fluent reading;
- become fluent, confident and expressive readers who have both the skill and the will to read effectively;
- understand what they read showing a solid understanding that text carries meaning;
- compare, contrast and comment on texts read;
- understand the etymology of words and their meanings, developing a rich and varied vocabulary;
- understand the layout of texts and how to navigate different genres and text types;
- demonstrate understanding of what they have read through answering a range of different question types;
- read for information across the wider curriculum;
- read for pleasure responding to a wide range of different types of literature.

Our reading curriculum is planned to promote the cultural capital of all our children. We enhance our curriculum, especially for the most disadvantaged, by providing access to a diverse range of texts including those which promote different socio-economic backgrounds, relationships, family circumstances, disabilities, religions and cultures, and periods of history. Opportunities are planned for pupils to experience and take part in theatre productions and have guest authors and poets into school.

Implementation:

Reading at Ravensthorpe Primary School is taught through a systematic process that is centred around children becoming life-long readers.

Phonics from the Start:

Our children begin learning the skills for early reading from the very moment they walk through our door. In EYFS, our children are immersed in a language-rich environment, along with pre-phonics activities, whilst beginning to access the Read, Write, Inc Programme. This is used alongside a carefully designed environment that allows children to explore their interests in reading and phonics and provides them with many different opportunities to practice, re-visit and consolidate their ever-growing phonic skills and knowledge.

There are seven aspects taught:

1. Environmental Sounds
2. Instrumental Sounds
3. Body Percussion
4. Rhythm and Rhyme
5. Alliteration



- 6. Voice Sounds
- 7. Blending and Segmenting

All the aspects are taught through group times and total immersion in a rich language environment. We aim to do this by providing a totally immersive EYFS experience with lots of rhymes, singing time, rhyming stories, clapping rhythms, musical instruments taught through play at every opportunity.

In the Early Years, from the first full-time session, they will begin formal lessons taught using the Read, Write, Inc Synthetic Phonic Programme. All our staff are highly trained to deliver this. It is taught daily, systematically both to whole class and discrete groups.

It is important that the teaching of reading is matched to the teaching of phonics. As such, all children take home a paper copy of the book that they have read in their lessons that week. In addition, they take home a book bag reading book that closely matches the class reader which gives opportunity to build fluency and confidence through activating prior knowledge.

	Sounds (RWInc)	Storybooks (RWInc)		Book Bag Book	
Reception Autumn 1	Read 16 single letter Set 1A sounds (m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e)			RWI Flashcards and letter formation sheets	
Reception Autumn 2	Read all 25 single letter Set 1A & 1B sounds and to learn to blend sounds into words orally (All of above with l, h, r, j, v, y, w, z, x,)			RWI Flashcards and letter formation sheets	
Reception Spring 1	Read 25 Set 1 single letter sounds speedily and to learn to blend independently using the phonic green word cards.	Set 1C - RWI blending books		Sound Blending Books	
	Begin to learn Set 1 special friends (sh, qu, th, ng, ch, nk)				
Reception Spring 2	Read 35 Set 1 Sounds Teach all Set 1 special friends including additional diagraphs (sh, qu, th, ng, ch, nk, ss, ff, ll, ck)	Ditty Sheets		Ditty Sheets	
Reception Summer 1	Read 35 Set 1 sounds including additional diagraphs (above), applying knowledge to 4 and 5 letter words	Red Books		Red Book	
Reception Summer 2	Read 41 sounds. Learn first 6 Set 2 sounds (ay, ee, igh, ow, oo, oo) Read Set 1 Phonic Green Word cards	Green		Green	
Year 1 Autumn 1	Read 47 sounds including Set 2 sounds (ar, or, air, ir, ou, oy) Read Set 1 Phonic Green Word cards and build speed.	Green	Purple	Green	Purple
Year 1 Autumn 2	Read 47 sounds including Set 2 sounds (ar, or, air, ir, ou, oy) Read Set 1 Phonic Green Word cards and build speed.	Purple		Purple	



At the appropriate point during Year 2, children begin to move away from decoding and into reading comprehension:

"The process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

Strategies and Aims for Early Years and Key Stage 1:

- Twice daily phonics lessons, using Read, Write Inc.
- Daily reading of the same text in pairs during RWI. Supported by the teacher to ensure accuracy and teach a range of reading strategies and comprehension.
- Daily 1:1 RWI tutoring for all children who need to 'catch-up' with their peers/chronological age.
- Phonics intervention groups lead by skilled teaching assistants in each class where needed.
- Cohesion between home and school through sending home the text that the children have read in school home along with corresponding book bag book. RWI lessons set on Seesaw through the RWI portal and re-inforce the sounds taught in school.
- EYFS, Year 1 and Year 2 (Autumn Term only) follow RWI 'Talk Through Stories' daily to build up book talk and vocabulary.
- Year 2 (Spring Term) are introduced to written comprehension questions through PIXL therapies.
- From the Summer Term, Year 2 are introduced to a simplified Destination Reader programme to prepare for KS2. This focuses on predicting, retrieval and clarifying.
- Reading of texts linked to foundation subjects where appropriate.
- Story time in which the class teacher reads short stories to the class to promote a love of reading and model fluency.
- World Book Day involving a range of book related activities.
- A commitment to linking reading with writing.

Fluency – Moving on from Phonics:

Once children in KS1 have completed the formal teaching and learning of phonics, children are taught to become fluent readers with increasingly growing comprehension skills. At this point, pedagogy changes to ensure pupils have a deep understanding of comprehension, knowing that the written word carries meaning. Children who are in a learning gap and are in the bottom 20% of our readers, are given significant support through daily 1:1 or 1:2 RWI tutoring with an adult in order to plug their phonic gaps and build on their reading fluency. For those children who move to LKS2 who have yet to complete the RWI Phonics Programme of study will continue this into KS2 with daily, explicit taught phonic sessions. Those that have finished the RWI Phonics Programme begin the KS2 Reading Scheme, Destination Reader. To close the gap for UKS2 children who continue to need support to decode and comprehend, the RWI Freshstart programme is taught daily.

KS2 - Building Fluency and Comprehension Reading Pedagogy:

At Ravensthorpe, we follow the Hackney Learning Trust's programme called Destination Reader. Destination Reader is a pedagogical based approach to teaching reading through engaging, daily, structured sessions that support children to read with greater understanding, enjoyment and purpose. The structure of Destination Reader has been adapted to suit the needs of the children in response to pupil and adult feedback. We focus on strategies that align with the national curriculum (clarifying, retrieval, inference, summarising and practice/predicting). The programme aims to deepen the children's understanding of the texts they read through the systematic use of strategies, learning behaviours and language stems. The approach encompasses the key principles of effective reading provision and meets the requirements outlined in the National Curriculum by creating deep understanding of texts, developing oracy and reading and increasing breadth of reading. Destination Reader supports building a culture of reading for pleasure and purpose. (Hackney Education, 2023).



These daily sessions follow a structured weekly cycle. Teachers carefully select texts that will immerse the pupils in their next writing genre, build on their previous wider curriculum learning or go beyond the taught curriculum providing opportunities to develop cultural capital.

The purpose of this reading phase is to:

- build reading fluency with age-related texts;
- expose pupils to a wider range of vocabulary in order to understand more texts;
- teach pupils how to build situation models as they read;
- teach pupils how to make sense of the written word;
- enable pupils to fully comprehend what they read;
- equip pupils in answering written comprehension questions.

The Reading Diet:

EYFS:

Monday	Tuesday	Wednesday	Thursday	Friday
Read, Write Inc 30 – 45 minutes daily				
Shared Reading 15 – 20 minutes daily				

Year 1:

Monday	Tuesday	Wednesday	Thursday	Friday
Read, Write Inc 30 – 45 minutes daily				
Shared Reading 15 – 20 minutes daily				

Year 2:

Monday	Tuesday	Wednesday	Thursday	Friday
Read, Write Inc 30 – 45 minutes daily				
Fluency Practice 30 minutes	Extended Reading 30 minutes	Fluency Practice 30 minutes	Extended Reading 30 minutes	Fluency Practice 30 minutes
Shared Reading 15 – 20 minutes daily				



Year 3 to Year 6 :

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary: Introduction to four key words- definition	Vocabulary: Fastest Finger First – (finding words in text using skimming and scanning skills)	Vocabulary: Dictionary – write the definition ensuring correct letter formation and spelling	Vocabulary: Synonyms/ antonyms - write the word then list the synonyms and underline with a ruler the word that is best fit without changing the meaning	Vocabulary: Write it in a sentence in the context of the theme.
Explicit teaching of strategy – one strategy per week (Clarifying, Retrieval, Inference, Summarising, Practice)				Echo Read: Shared whole class Reading. Close Reading
Reading (shared, partner, independent – mixed throughout the week) Fluency Practice and Extended Reading				Paired/Independent Read
Find and Copy Task	Tabulated Questions Task	Short Answer	Long Answer (P.E.E)	Comprehension Task: Seen or Unseen Text. Combining all questions types that the children have been exposed to over the week.

Fluency Practice: a form of reading lesson involving repeated oral reading of a relatively short text and conscious attempts to read with greater fluency each time.

Extended Reading: a form of reading lesson involving discussion in which the majority of the lesson is spent reading.

Echo Reading: allows children to listen to a confident reader read fluently and expressively. Provides a model for their own reading. When they echo the text back and read aloud for themselves, they have a scaffold to work with, helping them to build their fluency, accuracy and pace.

Close Reading: a form of reading lesson that involves thoroughly analysing a text, often reading it repeatedly and looking at different aspects with each read.

Shared Reading: a form of reading lesson in which a text is read aloud to children with the central aim being enjoyment and the development of listening comprehension.

Assessment of Reading:

Formative and summative assessments are used to inform the planning and teaching of reading.

Formative: Through discussions and the use of written answers, we formatively assess the children's understanding of texts read daily. This assessment should allow teachers to address misconceptions moving



forward and target small intervention groups within the next lesson. Fluency rubric grids are used to inform next steps and indicate progress through the reading book bands. This is measured termly to provide children with the opportunity to practice within a set book band before progressing.

Summative: Year 2 and 6 SATs and termly PIXL assessments from Years Reception to Year 6 are used. These are analysed and gaps are addressed in future teaching and planned interventions.

Impact:

As we passionately believe that reading is the key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

Through the teaching of systematic phonics and reading skills, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum and into Key Stage 3, 4 and beyond.

We judge the impact of our reading programme using the following criteria:

- Children are excited to read and can talk about a range of texts and genres with confidence.
- Children can discuss texts using the Destination Reader sentence stems and apply this knowledge across the curriculum,
- Children make connections between the texts we read in our Destination Reader sessions and our writing sessions. Reflect vocabulary, ideas and genres in their writing.
- Teachers consider the approach taken to the teaching of reading to be effective in meeting the needs of their pupils. Appropriate intervention to meet the needs of pupils.
- Parents feel well-informed about how their children learn to read and how they develop as a reader.
- Parents have an active role in supporting their children at home with reading.
- Attainment and progress measured accurately.
- Progress and attainment improves in line with children attaining in line with national average.

A Year 6 reader leaving Ravensthorpe Primary School, transitioning into secondary school, will be a fluent, confident and able reader who can use their reading skills to unlock learning across all areas of the curriculum as well as accessing a wide range of texts for pleasure and enjoyment.