



# Alfred Sutton Reading Strategy



Reading is at the heart of all we do at Alfred Sutton Primary School. We believe that reading is one of the best tools we can give to our children in order to shape them into independent, imaginative and life-long learners. Children need to be able to read so that they are successful in all areas of the curriculum and fluent readers can access a full range of life experiences and enjoy an amazing breadth of genres and writers. At Alfred Sutton we teach reading, both explicitly and through our wider curriculum. We aim to use good reading materials and resources within Literacy lessons and Reading sessions and to provide a breadth and range of reading in school.

## **The teaching of reading and developing fluency**

There are two distinct, but related processes involved in teaching children to read: learning to read words (decoding) and developing language comprehension. Both are essential for learning to read. Bridging these skills is fluency. Our reading strategy has a heavy emphasis on supporting children to become confident, fluent readers.

## **Nursery**

Nursery phonics is the very first step to learning how to read and spell words. In our nursery we aim for children to develop a love of reading, to grow their vocabulary and to improve their listening skills. Children join in with daily carpet times where staff read a variety of stories, sing nursery rhymes, poems, songs, ensure planned talk takes place and play phonic based games. Fred Talk (breaking words into sounds) is used throughout the day to help children with blending sounds into words. Later in the year, a 'Sound of the Week' is introduced and single letter sounds are taught. All these activities and games, in combination, help children tune into the skills they will be using during more formal phonic sessions in reception.

## **Phonics and early reading**

As a school we follow Read Write Inc. Phonics.

### **What is Read Write Inc. Phonics?**

Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole-school approach to teaching early reading. It teaches children to read accurately, fluently and with understanding. It helps children with their writing by teaching spelling strategies and supporting them to write sentences containing sounds they have been learning.

### **Who is it for?**

Read Write Inc. is for children learning to read in reception and Years 1 and 2, and for struggling readers in Years 3 and 4. It is also suitable for pupils with SEN/D in older year groups.

### **How will RWI be taught?**

Every day, children learn new sounds and review previous sounds and words. They apply what they've been taught by reading words containing the sounds they know in matched decodable books and other texts, and write these sounds in individual words and, later, sentences.

Teachers engage children and ensure their full participation using call and response, choral reading and partner practice. Partners practise everything they are taught and answer every question together. This keeps children working and thinking throughout the session and gives teachers opportunities to check if something needs explaining more clearly.

Children learn the routines and behaviours necessary for each activity, and practise these until they use them automatically. This allows them to focus on what matters most – learning to read and write.

## **Grouping and assessment**

Children work in progress groups for 35 minutes a day. The reading leader assesses children's phonic knowledge before they start the programme and then every half term. Regrouping children maximises their progress and allows teachers to provide extra practice for some and whisk others through the programme.

## **Reading for meaning**

We teach reading for meaning (comprehension and understanding of the text) in addition to our daily phonics lessons in Reception and Year 1. This allows children to concentrate on what is happening in the text without having to focus on decoding the words.

This time is used to extend and deepen children's vocabulary so they can understand the books being read to them and those they will be able to read for themselves.

## **Reading sessions**

By the end of year 1, children should be secure in using decoding skills to read and are ready to learn more complex reading strategies such as understanding a text (comprehension) and reading for meaning and with prosody.

### **Year 2: bridging the gap**

When children have worked all the way through the RWI scheme and have a secure phonic understanding, they move onto daily reading sessions. These sessions support the children's growing comprehension and continue to support decoding, fluency and the reading of high frequency words. Daily reading is underpinned by certain guiding principles, these are outlined below:

- Pupils are organised into reading attainment groups and share a set of the 'same' books pitched at their level with appropriate challenge.
- All pupils in the classroom will be accessing narrative, non-fiction or poetry at the same time.
- Pupils will receive a daily 35-minute guided reading session.
- The sessions work best if they operate like conversations about books and 'hands up' is not used so there is a natural flow of talk about what they are reading.
- During these sessions, reading for pleasure is nurtured and highly engaging books and extracts are chosen which are relevant to the class curriculum focus, children's interests or reading needs.
- Guided reading is sharply focused on reading for meaning, listening to adults and friends read and talking about books.

### **Year 3 and 4: reading in lower key stage 2**

In year 3 and 4, we build on the methods used in year 2 and children have daily 35-minute reading and comprehension sessions teaching important reading skills. This time is protected so that children always have a reading session. The sessions are focussed on the comprehension of texts (reading for meaning) and are an opportunity for adults to listen to the children read, reinforce decoding, fluency, discuss vocabulary and discuss the text. It fosters engagement and excitement about reading and enables the children to experience reading different genres and authors.

### **Year 5 and 6: reading in upper key stage 2**

By the start of Year 5, children should be fluent and accurate readers who read for meaning. In upper key stage 2, we continue to build on the foundations of reading that have been laid lower down the school. Children should have a good understanding of the texts they read and be able to use different strategies to infer meaning of unfamiliar words and demonstrate understanding of what has been read. Children should apply their background knowledge to link what they have read to their understanding of the world meaning they are taking an active approach to reading.

Children that are not at reading at age related expectations are of the highest priority and receive additional support both during the whole class teaching of comprehension skills and through small group and/or 1:1 support.

## Key strategies

Reading sessions consist of a dialogue between the teacher and the children for the purpose of understanding the meaning of a text. During reading sessions, teachers use and model a range of reading skills depending on the age and stage of children:

- Looking in detail at the book covers
- Reading a text aloud:
  - Modelling decoding skills
  - Thinking out loud
  - Reading with fluency, intonation and expression (Prosody)
  - Echo reading
  - Shared reading
- Line by line reading
- Predicting, hypothesising and using evidence
- Skimming and scanning
- Developing and expressing understanding
- Exploring key themes
- Modelling effective responses

## Partner work and Feedback

During both phonics and reading session, partner work is used. This is when children work with a partner to read or discuss the text being used in class. When asked to read with or talk to their partner, children are using back-and-forth talk, are expected to take turns and listen with care. Once the children have had sufficient time to read or talk with their partner, feedback to the class can then be collected by the teacher.

By using partner work all children are involved in reading the text and can discuss the question, problem or idea and agree on a joint response before feeding back to the class.

## Reading at school

Children are heard to read daily during their phonics or reading sessions. They also regularly read to a teacher or support staff, on a one-to-one basis. Brief notes are written identifying skills applied whilst reading and what they found difficult and needed further practice and support with. These notes are then used to inform teacher assessment. The lowest 20%, vulnerable children and those who are reading behind their peers, are heard to read up to 3-times a week.

## Reading assessment

We track all children's progress in reading and accurate assessment underpins successful teaching. A child's reading level is based on a combination of **reading assessment and teacher assessment**. For Reception and Year 1 the RWInc. Phonics assessment materials are used to identify phoneme-grapheme correspondence, word reading and reading speed (fluency). From Year 1 onwards, comprehension papers and fluency checks are used. Teachers and support staff listen to children read and identify areas of concern that need to be addressed. Children not on-track to achieve the 'expected' level for their age are quickly identified. These children may begin to read every day for a short time with an adult in school or they may receive additional reading support.

## Reading Support

Alfred Sutton follows Read Write Inc. Phonics which teaches children to read accurately, fluently and with understanding. Once completed, children move onto daily reading sessions where they build their sight vocabulary, develop comprehension skills and read for meaning.

We know children learn at different rates, therefore, there will be some children who will require additional support to master reading. This is delivered by our team of highly skilled support staff who are dedicated to personalising learning for all children. The EEF, in their summary of recommendations for [Improving Literacy in Key Stage 1](#), recommend that schools 'use high-quality structured interventions to help pupils who are struggling with their

literacy'. This is underpinned by accurate assessment to identify barriers to reading. For example, where assessment reveals that reading fluency is the next step for children, bespoke support needs to be put in place to raise reading speed and accuracy in a short space of time.

Our aim is to develop capable, confident readers who enjoy reading a variety of texts and can articulate their thoughts and opinions accordingly.

### **RWInc. Fast track tutoring**

There are two core strategies to accelerate children's progress in reading:

1. Ensure the teaching of phonics is the best it can be. This is the most efficient way to speed up progress for the majority of children. When phonic and reading lessons are of the highest standard, the number of pupils who need extra support reduces dramatically.
2. Provide targeted support. Even with the best teaching, a few children can sometimes slip through the net: some have missed schooling; others find it hard to pay attention in a group; and a few have significant needs.

Fast Track Tutoring breaks down the phonics and reading strands of Read Write Inc. Phonics into small, incremental steps for children who need extra practice in reading sounds and words. Trained reading tutors provide daily intensive, targeted support to address specific gaps in a child's reading. Occasionally, two or three children may be tutored together. Tutoring may last for a few weeks or a term depending on a child's individual needs.

### **Reading and Fluency support**

Children who have been identified as reading below age related expectation or are at risk of falling behind their peers will receive additional one-to-one tutoring. Decoding and fluency skills are reinforced to improve reading speed and skill so they can read aloud age-appropriate texts with accuracy and sufficient speed for comprehension. RWInc. Storybooks and resources are used as the children are already familiar them.

### **Reading at home**

We ask our parents/carers to support and partner us by reading specifically chosen material with their children and encouraging their children to read and share a wide range of materials.

In Reception and KS1 we expect children to read to or with an adult at least five times a week. Each additional read will help children develop:

- fluency and speed when reading
- recognition of Red Words (tricky words)
- a bank of words they can read by sight
- an understanding of the text, building on their comprehension skills.

In Key Stage Two children are still expected to read at home every day and aloud to an adult at least three times a week.

Whenever a child reads at home it should be recorded in their reading record. Older children are able to fill in their reading record if they read on their own, they will have been taught how to do this by their class teacher. Reading records are checked by teachers and are an invaluable way for teachers, parents and children to make comments about reading progress. As a school we celebrate regular reading.

### **Which books do children take home from school?**

In addition to daily reading sessions, the children have a reading book which they take home.

#### **Read Write Inc. Phonics**

- If a child is engaged in the RWI system, they will be provided with a RWInc. Book Bag Book. This is a phonics-appropriate book to take home and practice reading independently to an adult. These books are closely linked to the phonic sounds they have been learning in class.

- They are also allocated an online Read Write Inc. Phonics eBook. This book is the same book being read in their phonics session.
- They should be able to independently decode these books when reading to an adult at home.
- Children in KS2 who are still enrolled in RWI system are provided with a RWInc. Book Bag Book and eBook to read at home.

### **Beyond Read Write Inc. Phonics (typically Year 2 onwards)**

- Once children have completed the RWInc. Phonics Programme, they take home colour-banded reading books.
- These books are matched to their phonic and reading ability and follow the progressive colour banded Oxford Reading Tree books in Year 2 and The Oxford Levels for Reading in KS2.
- All books are matched to age-related expectations and provide a suitable challenge, matching children's reading level and comprehension skills.
- Children have access to a range of high-quality fiction and non-fiction texts, with many of the books being written by well-known and loved authors.
- These books include age-appropriate content, approved by educational experts, so all children will have a rich reading experience.
- The children should be able independently decode these books independently when reading to an adult at home or to themselves.

### **Reading for Pleasure**

We strive to foster a love of reading in all our children, therefore, as well as teaching the children the skills to read we are also committed to developing reading for pleasure and a love and thirst for literature.

In EYFS this is done through **Favourite Five**. Every half-term, each class are given the opportunity to choose five books, fiction, non-fiction or poetry, that they will read again and again. This allows children to learn stories off by heart, giving them a whole repertoire of stories, settings and characters and allowing them join in with repetitive words and phrases. Books are chosen to ensure children experience a range of texts, varied in genre and style.

In KS1 children have a reading for pleasure session each afternoon. Teachers will read the children a range of texts, including poetry, fiction and non-fiction. Books may be chosen by the teacher or children. When the teacher is selecting a text, it could be to open discussion about a PHSE theme, to revisit or enhance a topic, to explore a different story by the same author, or to re-read a class favourite.

The focus of these sessions is for the children to enjoy listening to a book being read to them and then discussing the text with the teacher. We use these sessions to continue to develop selected objectives for year 1 and year 2 reading. For instance, making predictions or making links between different texts.

In KS2 each phase focuses on a class novel each half term and as a class we spend discretely-planned time to enjoy the text regularly. Our texts are chosen carefully to reflect appropriate challenge, vocabulary and interest levels, whilst also addressing social and cultural issues, including the protected characteristics and Fundamental British Values.

During the school day, there are opportunities for children to share books and magazines with friends, read quietly and independently. All classes visit the school library where children are able to choose a book to take home. Teachers recommend books for the children to read, based on the genres and authors that the children enjoy and their interests.

### **Engaging Parents**

At Alfred Sutton we do everything we can to motivate reading at home and encourage the children to read daily with an adult. Reading records are checked to monitor this and children who are not regularly read with at home are given extra reading time with an adult in school. We keep parents informed of how we teach reading in EYFS and KS1 by holding parents' meetings to share information and give advice on how they can help their child at home. Each year, the parents in Y1 are invited into school for an information session regarding the Phonics Screening Check and similarly parents of Y2 and Y6 children are invited in for a SATs information meeting to keep them informed of the end of Key Stage expectations in reading.

We celebrate World Book Day every year by asking children to dress as their favourite book character. Fun activities and events are planned and many stories are shared throughout the school. We acknowledge the number of times children have read at home by celebrating their success at the end of each term. We hold 'Share a Story' sessions where parents/carers and grandparents are invited to school to come into class to read stories with their child. The session runs at the end of the day giving parents time to move from one class to another to share a story with all of their children that attend our school. Once a year we hold a book fair where parents and children can browse through a variety of books and buy them if they please. The school receives cashback from this event which is used to purchase more reading materials for the children.