

Reading at Glebelands Primary Academy



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At Glebelands Primary Academy we want all children to leave primary school being able to read fluently with understanding and with a lifelong love of reading. This will set them in good stead for the next journey in their education.

We aim to immerse children in a rich reading environment and give them the opportunity to explore a wide range of quality texts. We have well-stocked libraries and reading areas which enable children to choose books of interest which are also well suited to their needs and attainment. Our school environment as a whole, promotes and celebrates reading everywhere. We do this through immersing every area of the school with books, providing an extensive variety of text types to appeal to every reader.

Our whole school curriculum is underpinned by quality texts so that children have every opportunity to read and broaden their vocabulary, knowledge and experiences through these texts. These texts are mapped out for each year group in our Glebelands Reading Spine.

As a school, we have developed 'Powerful Reading'. This sets out the reading strategies that we teach the children to use and apply before, during and after reading. Our 'Powerful Reading' strategy is clearly displayed in classrooms. Children have also been provided with bookmarks to remind them of the useful tips and the strategies are shared with parents through Reading Cafes.

Reading in Foundation Stage

We feel that it is vital that we instill and promote the value and enjoyment of reading from the very beginning of a child's school journey.

During the new intake's Stay and Play sessions in the Summer Term, the importance of reading at home and at school is promoted with the parents and carers and they are provided with information on how we teach reading and how they can help support this at home. The children are given a book bag containing a picture book donated by Glebelands PTFA to continue to highlight our commitment to promoting reading from the start.

Once all the children have started full days in September, they are introduced to graphemes and phonemes using a validated phonics programme called Success for All Phonics (SfA Phonics). This comprises a daily phonics session and a daily reading session of phonically decodable shared readers which consolidates the skills learnt in the phonics session and allows them to apply them to their reading. Children's progress is regularly monitored and each half term the children are assessed using the FFT Reading Assessment Programme (FFT RAP) which shows the progress the children have made and identifies areas for development.

At various points throughout the school day, children gather to listen to stories, poems, rhymes and songs shared by all members of the Foundation Stage team. These are re-read to help build familiarity and confidence. Relevant books are displayed and used in each learning area within the setting.

Children are actively encouraged to take a book home from the outset. The children begin by taking wordless picture books home to encourage discussion. Once the children have been taught the first eight graphemes: s,a,t,p,i,n,m,d, the children are provided with a shared reader book matched to the phonics they have been taught. These shared readers are accessed through the SfA Phonics' parent portal, and we are working towards providing physical copies of the shared readers for the children to take home. Alongside this, we have aligned other phonetically decodable books to match the SfA steps in order to increase the range of books available to children. Information about how to access the parent portal is given to the parents weekly on a reading card which also tells them the GPCs being taught that week and which number shared reader book they need to access. The parent portal also provides useful videos for parents so that they can support their child effectively. There is also space for the parent and teacher to record the child's reading. The children are also encouraged to take home books of their choice to promote reading for pleasure. Parents are made aware through the use of the Powerful Reading bookmarks that this is a book to share rather than for their child to read independently.

Reading in Key Stage 1

Year 1

Success for All phonics continues throughout Year 1 in the same way that it is delivered in FS through a daily phonics and daily reading session. The children are provided with a shared reader book matched to the phonics they have been taught. These shared readers are accessed through the SfA Phonics' parent portal so the children can access the shared readers at home too. We are working towards providing physical copies of the shared readers for the children to take home. Alongside this, we have aligned other phonetically decodable books to match the SfA steps in order to increase the range of books available to children. Information about how to access the parent portal is given to the parents weekly on a reading card which also tells them the GPCs being taught that week and which number shared reader book they need to access. The parent portal also provides useful videos for parents so that they can support their child effectively. Children in Year 1 are also provided with a Reading Diary where parents and teachers can record the child's reading. The children are also encouraged to take home books of their choice to promote reading for pleasure. Parents are made aware through the use of the Powerful Reading bookmarks that this is a book to share rather than for their child to read independently.

At various points throughout the school day, children gather to listen to stories, poems, rhymes and songs. These are re-read to help build familiarity and confidence.

Children's progress is regularly monitored and each half term the children are assessed using the FFT Reading Assessment Programme (FFT RAP) which shows the progress the children have made and identifies areas for development.

During the Summer Term in Year 1, all children nationwide take part in the Phonics Screening Test. If children do not achieve a pass, they are then reassessed during the Summer Term in Year 2. For those children who did not pass the Year 1 Phonics Screening Test, further intervention is put in place and support from the SENDCo is sought if it has not already.

Year 2

In Year Two, our phonics assessments inform our teaching of phonics. In the autumn term, GPCs that need consolidation are revisited, following the SfA Phonics lesson structure that has been established in FS and Year 1 alongside the SfA daily reading session. In the Spring and Summer terms, children take part in daily guided reading sessions. These are planned to develop prosody and fluency. Choral reading, echo reading and answering a range of questions are key aspects. These will develop the reading competencies needed for the children to be fluent, confident readers who engage with and understand what they have read.

In Year 2, those children who have mastered the phonic code use our colour bands as a guide for making their selection of books to take home. Teachers talk about strategies for making book choices. Those children who continue to need support with phonics take home books that match their phonic skills and continue to access the SfA daily phonics and reading sessions alongside accessing the shared readers on the parent portal. Children have a reading diary where both parents, teachers and pupils can record their reading.

Each day, teachers read to the class for 15 minutes. They may share poems, stories or non-fiction books.

Children's progress is regularly monitored and each term the children are assessed using the FFT Reading Assessment Programme (FFT RAP) which shows the progress the children have made and identifies areas for development. The children in Year 1 also sit NFER reading assessments termly and in Year 2 they sit past SATs papers which teachers use to inform their teacher assessment judgements and planning.

In the Summer Term, children in Year 2 will sit the end of Key Stage 1 National Curriculum Assessments also commonly known as 'SATs'. The children will be given two reading assessments that will focus on the children's understanding of various texts. From May 2024, these assessments are optional for schools.

Reading in Key Stage 2

In Key Stage 2, children are read to by the class adult for at least 15 minutes four times per week. Once a week, each class has a 'Book Club' session where adults

and children talk about books of interest, different authors and create a buzz around reading. Children in the class can also use this time to recommend a book to their classmates or ask classmates for recommendations.

Class reading in Key Stage 2 is often delivered through whole class reading with a clear focus on developing the child as a reader. Whole class reading is split into three main parts.

Part 1: fluency

The teacher will model the reading of an age-related extract (extract from the whole class text, a poem, a picture book or non-fiction text). The teacher will then share the text marking which was used to allow for reading using prosody. Children then copy the text marking. The children will take part in an echo read where they echo back how the teacher reads the extract. The children then work in pairs and will take it in turns to read the extract to each other building their fluency and use of prosody. Once the children have taken part in the repeated reading, the whole class will choral read the extract.

Part 2: discussion

In this session, the children will choral read the same extract from the first part of the session. The teacher will then pose quick warm up questions which will often be retrieval questions. After this, the teacher will pose the big questions which are questions to delve deeper into the extract.

Part 3: further questions (this part does not need to happen every week)

In this session, the children will continue to focus on a range of questions based on the same extract. Some of these questions may require a written response. Children are expected to read daily. The children have Reading Records and they are expected to record their reading within these. Parents, carers and staff also record reading in these records. Reading Records are checked daily as this allows discussions with pupils about the books they are reading and also helps to identify any issues such as the range of genres being read and the length of time spent on certain books. Through checking Reading Records, we are also able to identify children who may not be reading frequently outside of school or not reading with an adult outside of school. We are then able to provide extra support for these children.

Children's progress is regularly monitored and each term the children are assessed using the FFT Reading Assessment Programme (FFT RAP) which shows the progress the children have made and identifies areas for development. The children also sit NFER reading assessments termly (Year 6 take past SATs papers) which teachers use to inform their teacher assessment judgements and planning.

In the Summer Term, children in Year 6 will sit the end of Key Stage 2 National Curriculum Assessments also commonly known as 'SATs'. The children will be given a reading paper which will focus on the children's understanding of various texts.

Throughout Key Stage 2, children's reading fluency, comprehension and reading choices are monitored. If a child is identified as needing extra support then the class teacher will put the appropriate support in place as part of quality first teaching. If it is felt that a child needs further support, then advice will be sought from the SENDCo and advice from this followed.

Children at risk of falling behind or those who require extra support

At Glebelands, we aim for all children to keep up with the teaching of reading. However, we know that this is not always possible and that some children may require further support. We use the FFT Reading Assessment Programme (RAP) to assess and monitor children's learning of phonics and we also use the programme to assess children's reading across the school. Alongside teacher assessment, the RAP enables us to quickly identify children at risk of falling behind or those who require extra support and it also provides a clear overview of the particular area of difficulty. This enables us to ensure the children are given the correct support.

In Key stage 1, throughout the teaching of the GPCs, the children's learning is closely monitored. If a child is beginning to show that they are falling behind then timely intervention is put in place. The children may be worked with individually or in a small group. The progress of these children is closely monitored. If the child is still showing difficulties then advice will be sought from the SENDCo and advice from this followed.

In Key Stage 2, there may be some children who are still learning to read through phonics. These children access the SfA Phonics programme daily and have books matched to the GPCs being taught. The progress of these children is carefully monitored and the SENDCo will be involved. Other children may have secured their understanding of phonics but still require support. To support these children, we have the FFT Lightning Tutoring Squad programme and Reading Quest (UKS2) which all of the teaching assistants have been trained to deliver. These intervention help to develop the skills for reading and again the progress of these children is monitored carefully. These children will also be provided with books matched to their reading level which are also used as part of the intervention. We know that fluency is the bridge between word reading and comprehension and as such there are some children who need to further develop their reading fluency. These children are identified from the RAP and teacher assessment. These children will be provided with small group or individual intervention following the KS2 whole class reading model focusing on parts 1 and 2.