



Raeburn Primary School

Our Intent, Implementation and Impact statement for Reading and Phonics

Reading Intent Statement

Here at Raeburn, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils.

By the time our pupils leave Raeburn, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us at Raeburn, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.

Reading Implementation

We will support all children to learn to read through clear leadership; consistent teaching and learning approaches; regular monitoring and assessment along with a joint commitment between school and home. Reading teachers, with support from the Reading Lead, English Team and Senior Leadership Team, draw upon careful observations and continuous assessment to ensure children are challenged and to identify children who may need additional support. Timely intervention is planned for those children working below expected levels as soon as their needs are identified. All children read aloud during phonics or whole class reading. In addition, some pupils may read at least once more per week with a teacher, teaching assistant or reading volunteer; the focus being on the lowest 20%. Furthermore, Pupil Premium children and those pupils not reading regularly at home, have additional opportunities to read aloud.

At Raeburn, the systematic teaching of phonics has high priority in Foundation Stage and Key Stage 1. We use a synthetic phonics teaching programme produced by Ruth Miskin called Read Write Inc. (RWI) Phonics as a basis to teach our pupils to read and write. Pupils usually complete the programme by Year 2; some may even finish towards the end of Year 1. Pupils in Lower Key Stage 2 who need extra support with decoding may also follow the programme.

We make sure that pupils can read the last set of phonics stories before they progress onto our school 'Wirral to the World Reading Passport' system. This links in closely with the Oxford Reading Criterion Scale. Specific reading skills are taught as part of our Raeburn Reading Ring and we use the Power of Reading and other focus texts as a stimulus for units of work in English or topic related work. Strong links are made between reading and writing.

How do we teach Early Reading?

-Pupils start Read Write Inc. Phonics when they enter Foundation 1. From Foundation 2, we group children by their reading progress during RWI sessions. The sessions last up to one hour per day (20 to 45 minutes in F2). We re-assess children every half term so we can place them in a group where they will make the most progress. One to one or small group sessions may be provided for some children. Staff may also use 'Pinny Time' to revisit key sounds/words at incidental points throughout the day in Foundation 2 and Key Stage 1.

-RWI Phonics is presented in a simple but exciting format so that pupils can learn how to read and write sounds effortlessly. First we teach pupils the different pictures that relate to the sounds in the programme. This is introduced in Foundation 1 so that pupils are familiar with the images in preparation for further learning in F2. This is followed by learning one way to read and write the first 40+ sounds in English, using the pictures to help identify the different sounds.

-We use a Frog called Fred to play 'Fred Talk' games to help with oral blending and to assist pupils when reading words by sound-blending. Fred says the sound and children help him blend the sounds to read each word. Then we teach the children different spellings of the same sounds and use phrases to help them remember each sound, for example, 'may I play?' accompanies the ay sound. We refer to speed sounds charts so that pupils can begin to make connections between the different graphemes they are learning to represent the sounds.

-We want pupils to work together so teamwork is a key part of the RWI sessions. Partner work is very important; the teacher observes and checks what they know and only moves on when pupils are ready.

-Pupils are introduced to new characters and words along with the tricky 'red words' prior to reading a RWI text. We want them to get excited about the story. They then read the book at least three times before taking a book home; where they should then be able to share the story confidently with some expression or a 'storyteller' voice. Within each colour block of RWI phonics, storybooks and two additional non-fiction books are provided with plans to use in sessions. Other linked story books or additional texts may be shared with the pupils in school and at home but we would not expect pupils to read these independently.

-Some pupils may require some additional revision of the sounds or blending these together to read words and will take part in additional support sessions following the RWI programme.

What happens when pupils finish the Read Write Inc. Phonics Programme?

-After completing the Read Write Inc. Phonics programme, pupils are specifically taught reading skills as part of our 'Reading Ring' which focusses on key elements of Question, Clarify, Infer, Predict, Link, Summarise, Retrieve and Explain. Reading Explorers may be used as a basis for some sessions.

-Classes carry out reciprocal reading every week usually as a whole class but the group size can vary dependant on the needs of the children. Children continue to develop their fluency skills building on their phonics knowledge and skills. In sessions, pupils are encouraged to share ideas and engage in independent, pair, echo and choral reading with a range of age appropriate texts.

-Pupils begin their 'Wirral to the World Reading Passport' whereby texts can be selected at a particular level and plot their reading journey by noting the range of texts they have read.

- Teachers assess pupils at least every half term by carefully planning a reading 'comprehension conversation'. Teachers plan a short session using question stems linked to the elements of READ.

READ - word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organisation

D = deduction and inference

-Teachers use the Oxford Criterion Scale to ascertain a child's reading level and this is used as a basis for our 'Wirral to the World Reading Passport'. Using the scale helps teachers to identify children's strengths and plan the appropriate next steps to ensure progress for areas of weakness.

- The passport system closely follows the Oxford reading Tree levels and we have a selection of books which pupils can choose for independent reading. Each level contains a range of ORT books alongside texts from a range of well-known authors. In addition, pupils can access e-books on the Oxford Owl website.

Story-time and Reading for Pleasure

-We aim to provide many opportunities where pupils can listen to stories/texts or read independently in a quiet and reflective environment. We have a bank of stories, poems and other texts which are not only used as a stimulus or link within lessons but are used to discuss feelings, familiar situations, different cultures, current issues or read just for fun. Every class has their own class library area.

- Teachers select class readers, for pleasure, to excite and engage the children and to expose them to new and varied vocabulary. All books shared with the children are age appropriate and continually updated as new resources are available or recommended. We have an overview of key texts covered across the school but recognise that teachers and pupils in different year groups will have personal preferences which can be just as inspiring to share.

-We use some books from The Power of Reading which have often very distinct or different elements which really engage the pupils and take them into a new world within the book.

-We know that some pupils prefer to read in a peaceful setting so we aim to build in times where this can happen, called ERIC time (Everyone Reading in Class). In addition, pupils have the opportunity to use our school library or Reading Garden for quiet reading.

How do we develop the home school reading partnership?

- There is a set of progressive books for each colour band on the RWI phonics programme. Relating to each focus book is a 'book bag' book. In RWI groups, pupils will be issued with their focus books or a book bag book to take home. The pupils will have just finished reading this/similar book in their group and they will be able to read it confidently having read it two or three times already in class. We want children to look forward to sharing these books with someone at home.

-When pupils exit the RWI phonics programme, they begin the 'Wirral to the World Reading Passport'. We encourage pupils to select and change their passport books regularly and record those read on their passport sheet. In Key Stage 2, pupils may read their own books from home or the class library corner.

Reading at home is encouraged and promoted through our Raeburn Reading League with regular updates to engage parents via parent mail, sessions or volunteering opportunities. Weekly monitoring of reading diaries is carried out by teachers. The '5 and sign' motto is used as an incentive for classes to earn a book token dependant on the uptake with home reading and parental engagement. Pupils can also work towards gaining a place at 'Book Camp' by reading regularly where they can enjoy further activities to celebrate books.

Reading Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the RWI programme. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently.

Attainment in reading is measured using statutory assessments such as the end of EYFS, Key Stage 1 and 2 and following the outcomes in the Year 1 Phonics Screening check. Additionally, we track our own reading attainment through the use of RWI half termly and screening assessments, NFER reading papers and Comprehension Conversations plus ongoing teacher assessment.

More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. We want reading to be the golden thread running through a child's journey at Raeburn. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.