



Reading Rationale

Cranford Park C of E Primary School



Phonics	Assessment	Reception and Key Stage 1 children undertake half-termly phonics assessments which are entered electronically into the RWI analysis tracker and children are allocated their correct RWI level according to how many GPCs they have acquired. Gaps in knowledge are identified and children are placed in the 'optimum' level of challenge ability grouping. Key Stage 2 children are assessed via PM Benchmarking and according to their book band they are also matched to the RWI colour banding reading progression of books. Teachers use formative and summative assessments to ascertain the correct level of challenge with Reading and move children accordingly.
	Teaching	We follow the RWI synthetic phonics programme over a five-day teaching cycle. We ensure consistency and fidelity to the approach, which has a clear, robust and pacy routine throughout the school. Inclusive learning strategies are incorporated from RWI and Destination Reader with; 'No Hands Up', 'Think Pair Share' and 'ABC' for example. Terminology and language is consistent for all children throughout the school. All staff have received RWI training and have access to further training materials to support their teaching through the online portal. Briefings during assembly and after school staff meetings present opportunities for further training to be delivered to staff. Staff are given opportunities to observe best practice and the Reading leading undertakes informal drop-ins and learning walks to observe, support and give feedback on practice.
	Intervention	Children who are not 'keeping up' are identified quickly with RWI and receive daily fast track tutoring via 'pinny' time. This allows for over-learning and consolidation of the initial Set 1 sounds, which all children need to acquire before moving onto Set 2 and 3. This is a way of utilising precision teaching. Phonics games in EYFS and KS1 allow for further practise of segmenting and oral blending.
	Resources	All resources and reading materials link to RWI to ensure fidelity to the programme. Following their half termly phonics assessment, children are matched with the correct level of reading book. These books cover the sounds they are learning in class. Children are therefore able to decode 90% of the book by applying their phonics skills and the learnt tricky words. All other reading books in school have been carefully matched to the correct book band levels to ensure consistency and careful progression of reading throughout the school.
KS1 Reading	Teaching	Children have RWI phonics lessons daily, having been assessed each half term to ensure they are in the correct reading group with the correct banded book. Lessons cover the speed sounds being introduced as well as opportunities for rehearsing and applying the sounds to their texts with a mixture of whole class and partner working as children progress from reading ditties to books. Class teachers and LSAs hear the pairs of children reading, 'Partner A' and then 'Partner B'. Comprehension skills are also built in to the 'Phonics Reading' lesson with the RWI strategies and again there are is a mixture of whole class rehearsal, such as with the choral responses as well as partner and individual feedback. Those children, who have completed RWI, move onto a Bridge to Destination Reader. This begins to develop the reading and comprehension strategies children will continue to develop in KS2. It is an introduction to Destination Reader and uses a similar structure and vocabulary to Destination Reader. Children are taught daily in a 'Bridge to DR lesson'. The teacher teaches reading skills and strategy through an input, during the input the teacher uses and 'I do, we do, you do' model. Children then read the text in pairs and discussing the text and any key vocabulary. During this time the teacher will hear and support children with their reading.
	Interventions	Children who are not keeping up are tracked overtime and picked up via 'fast track tutoring' daily.
	Assessment	Teachers hear children read regularly in the RWI phonics lesson and they will assess and move children across the groups as necessary. We do not wait until the next half-termly assessment if a child is excelling or falling significantly behind to move them to

		<p>the correct group. Children progress through the RWI scheme right up until Grey book band before becoming a free reader where we would then continue to assess via the PM benchmarking and provide them with the correct book-band book. SEN children and KS1 children may also be assessed using the Salford Reading Scheme.</p> <p>Children's reading records are the main source of assessment and monitoring information. Staff are expected to write a quality comment in the reading record each week, which refers to either the reading fluency/ comprehension or both.</p>
	Reading at Home	<p>Children have access to their phonics decodable book they have read in class as the photocopiable paper copy book is sent home for practise. Alongside this, they take home an appropriate phased/banded book <i>and</i> a library book to share. The library book is for the parent and child to enjoy together and provides an opportunity for adults to model reading. 'Tricky' words are sent home so that parents can support their children to recognise these and children are over-learning the words they come across within their reading. Reading Rocket certificates are awarded to children to encourage them to read regularly at home.</p>
KS2	Teaching	<p>We teach using Destination Reader, a teaching pedagogy aimed at Key Stage 2 children. Daily whole class reading lessons are delivered via the 'Core' text which incorporates the teaching of learning behaviours and gives pupils the opportunity to access a wide range of text genres and to study these in more depth via the reading strategies taught; Predicting, Clarifying, Questioning, Summarising, Inferring, Evaluating and Making Connections. Children get high quality teaching at an aspirational level, with clear modelling, which allows them to magpie and apply these independently. This in turn allows them to learn more complex comprehension skills even if they can't read a text. Core texts for sessions will be at the age-related expectation for each year group. These may link to the term's topic and will include non-fiction text, fiction text and poetry.</p>
	Assessment	<p>All children are heard by the adults frequently across a week during the DR lesson. Teachers will comment and identify targets (linking to fluency and/or comprehension), which are shared with parents via the reading record. Teachers complete a fluency 'rubrix' every half term, identifying targets for fluency. Y1 from the Spring term upwards are assessed termly using NFER tests. Test papers are analysed and gaps in skills and knowledge identified. Standardised scores are tracked as children move through school and ensure early identification of those falling behind. Children whose reading fluency is not at ARE receive daily phonics intervention to support their decoding and reading fluency via the RWI programme.</p>
	Interventions	<p>In KS2, those children who did not pass the Phonics Screening Check re-take in Year 2 and are behind their peers receive daily phonics intervention utilising the online RWI learning platform. The main intervention for children at KS2 is via this online learning, which children access in small tutoring groups. Children in KS2 also receive additional daily support as they are identified as 'Daily Readers' and are heard read daily by an adult in class. These children need the additional reading support to both catch up and keep up.</p>
	Reading at home	<p>Children throughout KS2 are expected to read at home at <i>least</i> 4 times a week. Children gain reading rockets for each time they read to an adult, either at home or school. As children progress they are rewarded with Reading Rocket certificates for the different stages of achievement, linked to their number of reads.</p>
	Disadvantaged pupils	<p>We offer a range of additional support to disadvantaged pupils to diminish the difference between their attainment and that of their peers. This includes additional resources, time and support. These children are often our named 'Daily Readers'.</p>
	Monitoring	<p>The Reading Leader, English Lead and Headteacher will monitor provision including through:</p> <ul style="list-style-type: none"> - Informal drop-ins to see the teaching of reading in action - Monitoring assessment records, reading records and other assessment tools such as NFER and Salford. - Monitoring data for attainment and progress - Discussing and conferencing reading with groups of pupils and with staff
Reading for Pleasure	Environment	<p>All classrooms have an attractive, welcoming reading corner, offering a variety of texts including up-to-date and more traditional texts. Displays highlight recommended reads, book reviews, author studies as well as a 'Book of the Month', displayed as a</p>

	new suggestion. Communal areas also reflect a rich culture of reading. Nooks around the school, inside and out, invite children to snuggle up with a 'book blanket' and enjoy a read.
Resources	Our well-resourced library is open throughout the school day and celebrates diversity with the wide-range of reading materials available. In addition to high quality fiction, children have access to magazines and newspapers, as well as non-fiction books and online resources. Books are often used to enhance topics, including stories and non-fiction texts. Book sales regularly occur for different year groups throughout the year.
Community Engagement	Reading events, such as a reading café, book tastings, visiting authors and an exciting 'book week' happen regularly to inspire and motivate all readers. Parents are engaged in regular reading activities and our library is made accessible to our families to browse and select books together. Meetings/ workshops for parents further guide them in supporting their children, particularly when starting out in Year R with RWI. Children across the school read with 'buddy' children from different classes. Children also have opportunities to read to other community members, going out of school, or welcoming in a plethora of reading volunteers, not forgetting our reading advocate, cockapoo Holly dog!
Passionate Staff	Staff model reading and are readers themselves, so can talk about books with their classes with enthusiasm and make recommendations based on their knowledge of the children. Children enjoy being read to regularly by a variety of passionate and expressive staff. We foster a strong culture of reading throughout the school.
Class Stories	Each class in KS2 has a 'class reader', which is read by a member of staff, either after lunch or at the end of the school day. When we have focus book days or Reading Weeks, staff often swap classes for these sessions to promote and further children's reading experiences. To encourage democracy, children often vote on the book they would like to read, being given the 'blurb' to make their choice.
Book Week	We celebrate 'World Book Day' each year with a week of book related activities, including competitions, dress-up, author visits and learning centred around a text. Classroom doors reflect book choices and an annual fundraising event 'Bounce for Books' raises funds, specifically for books. Book swaps also encourage further reading.