



Reading Philosophy

Throughout the primary phase at BEBCMAT, developing pupils' ability to read is one of our highest priorities. We understand that reading is the key to children being able to learn more broadly, be successful in education and gain employment. There are a number of strands to our approach to reading. Strands are not introduced sequentially but worked on concurrently; this means that children don't see each strand as an independent skill but as part of a bigger picture.

Strand 1 – Phonemic Awareness

At BEBCMAT we use the programme Read Write Inc to support the development of phonemic awareness. All pupils in reception and year 1, along with a small number of year 2 and 3 children, take part in daily Read Write Inc sessions that last 30 minutes. Pupils work in attainment level groups.

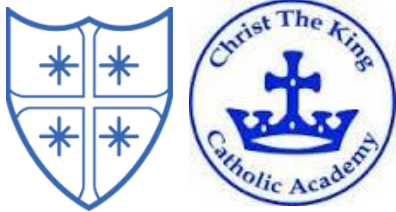
To support development in communication and language, nursery children are taught how to tune into sounds and to talk about the sounds they hear around them. Short, small-group, adult-led inputs direct children's attention to rhythm, rhyme, pattern, alliteration and oral blending. Learning opportunities are planned by the EYFS staff using the Letters and Sounds, Phase 1 document to support. When children show a clear understanding of the fundamental pre-phonics skills (hearing sounds in words/ oral blending), they are introduced to the Read Write Inc systematic phonics programme.

Strand 2 – Fluency

Fluency is not viewed as being a stage of reading development that follows mastery of phonics but a skill that is developed alongside phonemic awareness that continues to be developed beyond mastery of phonics. Fluency is never taught as a standalone lesson; instead, it is embedded into reading lessons, including phonics sessions, as well as in the wider curriculum. Teachers teach fluency using several different strategies. Chief among these strategies is modelled reading, where teachers, as reading experts, model good pace, phrasing, smoothness, expression and volume. Pupils are challenged to emulate teacher models through the use of echo reading. Often, pupils are also asked to complete timed repeated reading tasks within lessons. Again, this is within wider reading lessons rather than the activity being completed as a standalone task. Immediate feedback from teachers and peers is given to children so that errors can be reflected on and mistakes eradicated in future reads.

Strand 3 - Comprehension

From nursery to year 6, pupils develop their comprehension when reading texts that have been chosen as part of our school reading canon. Texts that have been chosen as part of the canon include concepts that are unfamiliar to our pupils so a rigorous approach to the delivery of background knowledge is taken. Unfamiliar vocabulary is also identified within the text and explicitly taught prior to it being encountered. Prior to reading sections of text with pupils, teachers carefully consider passages that are likely to provide barriers to pupils' comprehension. These passages are then explored in greater depth using a variety of reading strategies. We place a strong emphasis on supporting pupils to monitor their own comprehension and activate strategies that will help them to move towards comprehending texts independently. Comprehension strategies,



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such as inference, prediction, questioning, clarifying and summarising are included within these lessons but never taught as standalone sessions.

Guided reading sessions are delivered as whole-class sessions.

Canon

The reading canon was created to ensure that children encountered a variety of different text types in their time at primary school. Texts have been deliberately chosen to allow the children opportunities to explore and interact with a range of challenging texts from different authors, cultures, time periods, themes and genres.

Our Early Years children encounter a series of traditional tales which have been selected to support recall of well-known tales, provide opportunities to engage in stories with repeated refrains, and develop a strong sense of story structure.

Intervention

Where necessary, pupils received intervention support. Depending on their need, pupils can be supported in several different ways:

- 1) Additional phonics support – Reception and Key Stage 1 children who are behind where they are expected to be with their phonemic development are given additional phonics support outside of the RWI phonics sessions.
- 2) Year 2 additional phonics support – Pupils who have not completed the phonics programme by the end of autumn term in year 2 receive daily phonics support in a small group. These pupils attend phonics sessions pitched at the appropriate level and receive further sessions during the week to help them to catch up to age expectation.
- 3) Toe By Toe - Pupils in key stage 2 who continue to have difficulty with decoding words work through the Toe By Toe reading manual. This programme is delivered by an adult on a one-to-one basis. Adults are able to coach each child on the specific reading difficulties that the child encounters.
- 4) Fluency intervention – Children who have competent blending skills but have difficulty reading with age-appropriate fluency, receive fluency intervention support. These one-to-one sessions see pupils read a passage three times with corrective feedback and modelled reading between each read. Pupils then take these passages home before re-reading the same passage again at the start of the following session.

Home reading

Children who are still receiving phonics instruction take home a decodable Read Write Inc text that matches the level their current attainment level. Phonics reading support evenings, in which parents are given strategies for supporting their child's



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development, are well attended by parents at the beginning of the year. EYFS and Key Stage 1 children also select a picture book to take home each week. Picture books are not always fully decodable and parents are encouraged to share read with their child.

In Key Stage 2, children take home reading books that they choose from the school library. Our library includes a recommended reads section for each year group. There are also many other books that can be chosen from the shelves. Less confident readers are able to choose freely from the shelves but are also provided with a text selected by a member of teaching staff, which matches the child's attainment level. An adult in school hears these children read this text in school.

To support parents with home reading, strategies are shared in face-to-face meetings and via the school's social media platforms. This is done through the sharing of model examples of one-to-one reading sessions, in which an adult will read with the child using strategies such as echo reading, shared reading and timed repeated reading. The adult will also model corrective strategies that will support the child in improving their reading performance. At the start of each year, pupils are given a reading record, which acts as a communication aid between home and school. Examples of model reading records are shared online to support parents. To further promote a love of reading, challenges are set every few weeks to encourage pupils and parents to read different types of text together. Examples of these challenges have included poetry, playscripts and sports commentaries.

In order to ensure that parents are fully aware of age-expectations, we share examples of fluent readers in each age group. We also share class fluency test results so that parents have an awareness of how well their child is performing against year group expectations.

Assessment

Our assessment of pupils takes a few different forms.

At the end of EYFS, children are assessed against the revised Early Learning Goals (ELGs). Through ongoing assessment, staff support children in meeting their age-related expectations using observation and engagement with children on an individual and group basis. Throughout the year, those children who are not meeting age-related expectations are identified and support put in place to plug those gaps. This may include, speech and language intervention, listening and attention support, additional opportunities to engage with stories and enhancement of provision to suit child's needs or interests.

Once accessing the Read Write Inc programme children are assessed half termly to identify progress made within the phonics bands. Children are asked to recall previously taught sounds, read a series of words and where appropriate read a passage of text at speed. Children are then re-grouped accordingly.

From year 2 to year 6, pupils are assessed against an age-appropriate fluency passage at the beginning of each academic year. Pupils are assessed on their correct words per minute. Year group expectations for correct words per minute are informed by the Hasbrouck and Tindall fluency norms. Children are also assessed against Rasinski's multidimensional fluency



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scale so that their ability to read with appropriate expression, phrasing, smoothness and pace can be ascertained. Pupils that fall significantly below the end of year correct words per minute expectation subsequently receive reading fluency intervention.

Years 3 to 6 complete NGRT tests twice a year using an online program provided by GL Assessment. These tests provide a snapshot of pupil reading attainment and, together with more informal assessment in class, allow subject leaders and teachers to make judgements on the level of comprehension support that children need.

Year 6 complete two practice SATs papers – one in autumn and one in spring – ahead of the SATs tests in May. Our year 5 class also complete a practice SATs paper in summer.

All of these forms of assessment are used at DAFITAL assessment meetings. In these meetings, teachers and subject leaders discuss the progress and attainment of pupils. The leader and teacher then decide on how teaching and learning can be adapted to support the needs of the whole class and individual pupils.