Ecton Village Primary Academy Reading Strategy

Ambition Statement:

Ecton Village Primary Academy is determined that every child will learn to read, regardless of their background, needs and abilities. All children will make sufficient progress towards meeting or exceeding their age related expectations. Reading is prioritised to allow children to access the full curriculum offer.

Early Readers

Early reading skills:

1. **Phonic proficiency** – decoding and blending phonemes to read words
2. **Word proficiency** – reading and understanding common vocabulary accurately including common exception words, and vocabulary relevant to learning in other curriculum subjects / areas
3. **Grammar proficiency** – recognising and using grammar to support fluent reading and comprehension
4. **Comprehension proficiency** – demonstrating oral comprehension of texts that have been read to them
5. **Enjoyment of reading** – Listening to and engaging with a wide range of texts

Learning to read		Reading to learn	Reading for enjoyment
Developing phonemic knowledge through implementation of systematic synthetic programme phonics (RWI) which starts on immediate entry to EYFS, including those in FS1.

Ensuring parents are supported to develop an understanding of phonics and how to support their children's early reading skills. | Ensuring reading books feature a cumulative progression of phonics knowledge which is closely matched to RWI.

Ensuring children practice reading books that match their phonics knowledge regularly, in the academy and at home.

Developing children's understanding of the structure of language through regular use of rhyme and repetition of predictable phrases. | Developing listening comprehension and oral response skills when reading texts which are decodable and when listening to texts being read to them.

Ensuring children access a carefully selected range of appropriate linked texts to support learning in all curriculum areas. | A literature rich environment with easy access to picture books

Providing a carefully selected range of range of stories, poems, rhymes and non-fiction which children become familiar with and enjoy listening to and joining in with

Providing regular opportunities for children to access the academy library areas |

Specific teaching strategies that support the development of proficiency

RWI phonics and storybook activities incl. appropriately challenging decodable books

Decodable books to take home for additional practice

RWI linked texts

CUSP Literature Spine for English lessons in KS1 and KS2

Use of Curriculum Visions and MyOn as well as the Pie Corbett Reading Spine [RH1][KC2]texts for reading for pleasure and texts explicitly linked to the CUSP wider curriculum.

Interventions at the Early Reading stage

RWI 1 to 1 and small group intervention in addition to the 30 minutes daily phonics teaching.

Ongoing frequent assessment of phonics and reading progress to identify children who fall behind and provide immediate support

Developing Readers[RH3]

At this stage, readers have mastered the Early Reading skills outlined above. Phonic decoding skills are automatic and fluent reading is established. They are now able to access and use age appropriate texts with a degree of independence, and are moving towards fluent reading of text. In order to achieve this, they will develop the following fluency skills.

Developing reading skills:

1. **Enjoyment of reading** – choosing to engage with a text
2. **Fluency, meaning and punctuation** – identifying the structure of the text based on the punctuation used, and identifying the meaning of new and unfamiliar vocabulary.
3. **Fluency, meaning and punctuation** – identifying the structure of the text based on the punctuation used, and identifying the meaning of new and unfamiliar vocabulary.
4. **Retrieval fluency**– finding specific information from a text in response to a specific question
5. **Making inferences** – using the clues from the text to make an informed judgement on the information given
6. **Language in Context** – beginning to use the language employed by the author, including their known vocabulary, to support them to understand the context of text
7. **Author's choice of language** – beginning to recognise an author's intent based on the use of language and grammar
8. **Responding to text** – beginning to look at patterns within different genres, used by authors across texts, and by different authors to support them in expressing an opinion about the effectiveness of the text or likeability of the text.

Specific teaching strategies at this stage

30 minutes of curriculum time each day continues to be committed to phonics teaching; one hour a day to reading and writing with a 3 / 2 reading / writing split across each two week block.

	Day 1	Day 2	Day 3
Week 1	Reading Fluency • Explicit vocab instruction • Summarising / predicting	Reading Fluency • Explicit vocab instruction • Retrieval / sequencing	Reading Fluency • Explicit vocab instruction • Retrieval / sequencing
Week 2	Reading Fluency • Explicit vocab instruction • Inference	Reading Fluency • Explicit vocab instruction • Personal response / understanding themes	

Learning to read				
Phonic decoding skills are automatic and fluent reading is established	Ensuring a consistent approach to vocabulary instruction including unfamiliar tier 2 and 3 words across all curriculum subjects to develop children's understanding of the meaning of new words, including etymology and morphology	Developing fluency, prosody and stamina through daily reading practice.	Providing a systematic and structured approach which embeds fluency through explicit vocabulary instruction; summarising / predicting skills; retrieval / summarising; inference; understanding	Provide a finely graded reading scheme matched to children's reading ability for independent practice, using Accelerated Reader

Reading to learn		Reading for enjoyment	
	themes and developing a personal response		

Reading to learn		Reading for enjoyment	
Providing carefully selected high quality subject specific texts and resources which enable children to access appropriate disciplinary knowledge	Ensuring regular opportunities for children to engage with a variety of high quality fiction and non-fiction texts and poetry to develop children's abilities to compare and contrast themes, analyse text and illustrations, and make connections between an author's life and work and between the author's life and the reader's own life. Texts should be both a window and a mirror.	Ensuring children are exposed to, and encouraged to access, a wide range of reading genres by providing a range of carefully selected authors and text types.	Providing regular opportunities for children to access the library during the academy day and MyOn at home as well as resources such as Curriculum Visions.

Proficient Readers

At this point, the pupil can confidently read, independently understand age appropriate texts, and are motivated to access texts independently to support learning. They are moving towards full competency in reading that will allow a life-long ability to engage with text to empower future learning, a developing ability to explore more challenging texts, and to simply read for enjoyment.

Proficient reading skills:

1. **Enjoyment of reading** – choosing to engage with a text
2. **Fluency in responding to text** – beginning to look at patterns within different genres, used by authors across texts, and by different authors to support them in expressing an opinion about the effectiveness of the text or likeability of the text.
3. **Fluency, meaning and punctuation** – identifying the structure of the text based on the punctuation used, and identifying the meaning of new and unfamiliar vocabulary.
4. **Retrieval fluency**– finding specific information from a text in response to a specific question
5. **Inferential fluency** – using the clues from the text to make an informed judgement on the information given
6. **Fluent appreciation of an author's choice of language** – beginning to recognise an author's intent based on the use of language and grammar
7. **Fluency in recognising language in context** – beginning to use the language employed by the author, including their known vocabulary, to support them to understand the context of text
8. **Responding to text** - expressing clear opinions about the effectiveness of the authorial choice of language.
9. **Themes & conventions** – beginning to understand the themes and conventions (e.g. suspense in a mystery) used by an author to write within a specific genre.
10. **Comparing within texts and comparing different texts** – independently access a wide range of texts across different genres and by different authors, using their prior knowledge of texts they have read to help inform their
11. choices.

	Reading to learn		Reading for enjoyment	
	Providing carefully selected high quality subject specific texts and resources which enable children to access appropriate disciplinary knowledge across the curriculum	Comparing and analysing subject specific texts to deepen understanding of the theme Making connections between authors and genres	Using preferences to select new books to read from varied genres / authors. Articulating and justifying preferences.	Providing regular opportunities for children to access the library areas during the academy day and MyOn and Curriculum Visions at home.

Specific teaching strategies at this stage

30 minutes of curriculum time each day is dedicated to the explicit and systematic teaching of reading.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class Reader • Reading Fluency • Explicit vocab instruction • Summarising/ comparing/predicting	Extract based teaching • Reading Fluency • Explicit vocab instruction Retrieval skills	Extract Based Teaching • Timed practice • Explicit vocab instruction Retrieval skills	Multiple text study, inc class reader • Explicit vocab instruction Retrieval skills	Class Reader • Understanding themes • Authorial Intent • Personal response
Week 2	Class Reader • Reading Fluency • Explicit vocab instruction Summarising/ comparing/predicting	Extract based teaching • Reading Fluency • Explicit vocab instruction Inference skills	Extract Based Teaching • Timed practice • Explicit vocab instruction Inference skills	Multiple text study, inc class reader • Explicit vocab instruction Inference skills	Class Reader • Understanding themes • Authorial Intent • Personal response

Opportunities for those at risk of falling behind with their reading development

We recognise that there are a number of children who may be at risk of falling behind their peers. When pupils are identified as being at risk we:

- Provide immediate 1:1 reading time where children are not able to read at home regularly
- Provide intentional targeted questions for them during reading lessons, to identify and correct any developing misconceptions or errors
- Provide support to the child to access high quality texts that inspire and motivate them to continue reading.

Reading Intervention- Ongoing frequent assessment of phonics and reading progress to identify children who fall behind and provide immediate support

RWI 1:1 Phonics	PPG Readers	Catch Up Literacy	Target Children
1 to 1 tuition focusing on lowest 20% or those not making expected progress	Additional opportunity is provided for PPG children who don't read at home, to read their home reader to an adult in school	10 week programme delivered on a 1 to 1 or small group basis	Children identified as at risk of falling behind are targeted by teachers in lessons for additional questioning, support and challenge

Expertise in the teaching of phonics and reading

RWI Phonics	Leadership support	Catch Up Literacy
Phonics Leader provides masterclasses and frequent coaching to support all adults delivering the daily programme and intervention programme Online training package is accessed by all adults delivering phonics	External coaching is provided for reading leaders to support the development of the curriculum	SENCO provides training through online packages and ongoing support to adults delivering Catch-Up Literacy programme. All those delivering the programme access this support