



There can be few things as powerful as regularly reading to children. It has astonishing benefits: comfort and reassurance, confidence and security, relaxation, happiness and fun. Giving a child time and full attention when reading them a story tells them they matter. It builds self-esteem, vocabulary and feeds imagination.

Studies show that reading for pleasure makes a significant difference to children's educational performance.

Research shows that children who read for enjoyment every day, not only perform better in reading tests, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. (OECD, 2002)

Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

Intent

The intent of our reading curriculum at Crooks Barn Primary is to provide the opportunities to develop the skills and knowledge of our pupils so they become competent and proficient readers who enjoy and choose to read, in order to open the door to learning and life beyond the school grounds.

By teaching reading, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individuals and to become literate members of society.

At Crooks Barn Primary School, we aim to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Use discussion in order to learn-being able to elaborate and clearly explain their understanding and ideas

At Crooks Barn Primary, we prioritise reading for all pupils in school so that pupils learn to appreciate the pleasures of reading; view reading as an opportunity to explore their interests; read widely for a variety of purposes from enjoyment to gathering information and become confident with reading a range of genres during the process of developing this vital life skill.

Implementation- Teaching of Reading

Phonics

At Crooks Barn Primary, we will implement:

- A consistent, systematic high quality, whole school approach to teaching phonics which begins almost immediately as children enter Reception and is carried through until at least the point where children can read almost all words fluently.

The Little Wandle Letters and Sounds Revised Programme (2021) is used in its entirety from *Foundations for Phonics* in Nursery to the introduction of Phase 2 in Reception and all core content in Year 1. Those children continuing with phonics support past this point, will follow the Rapid Catch-up or SEND programme.

Little Wandle Letters and Sounds Revised is a systematic, synthetic approach which is recommended for teaching children to read (Rose Review 2006, Bold Beginnings 2017, The reading framework: teaching the foundations of literacy 2021).

- Daily, morning lessons to ensure phonics teaching is prioritised. These follow the Little Wandle Letters and Sounds Revised four-part structure with time to revisit old learning, new learning, blending and segmenting. Children are immersed in activities to learn new sounds, apply them to read words, practise letter formation and to build up a bank of tricky words.
- A clear progression through the programme so children are taught from the simple to the more complex grapheme phoneme correspondences and tricky words. Opportunities to review and revise learning daily, weekly and across terms and years is included in order to move learning into children's long-term memory.
- Planned opportunities throughout the curriculum to extend phonics teaching and learning beyond 'dedicated phonics time'. Consequently, learning is applied, reinforced and relevant connections are identified for the children.
- Teaching in whole class groups in Reception and smaller, mixed ability groups in Year 1. In other year groups, phonics is generally taught in groups to ensure teaching is targeted so every child achieves at an appropriate pace as per the Little Wandle programme.
- Ongoing formative assessment to ensure every child 'keeps up' with the phonics provision.
- Keep up sessions offering immediate additional practice for those children who are identified as not keeping up with their peers. Identified children will take part in regular, short intervention groups with a focus on pre-teaching and overlearning. This is aimed at building confidence and successfully retaining what they have learnt.
 - Close monitoring of children making the slowest progress through:
 - Summative assessments (each half term)
 - Phonic screening check practice
 - Data analysis (each term following data check points)
 - Pupil progress meetings (each term following data check points)
 - Data analysis of the Year 1 Phonics Screening Check which is responded to with adjustments to planning and teaching.
 - Monitoring of teaching and learning to ensure phonics is of high quality and consistent across the school.
 - A supportive learning environment, with displays and table prompts showing sounds and key words accompanied by recognisable images that are consistent across all year groups.
 - Regular staff training to develop subject knowledge, confidence and ensure phonics teaching and learning is consistent across Reception, Key Stage 1 and 2 (where necessary).

[Fluency and Comprehension](#)

At Crooks barn Primary School, we will implement:

- A reading school strategy: A shared understanding that reading is an essential skill for everyone. Reading is for enjoyment and for learning. We strive to create a reading culture where reading is prioritised and at the heart of everything we do. A whole school approach that combines both reading for pleasure and achievement for all.

- A structured reading system following on from The Little Wandle Programme.

This consists of:

- Little Wandle fluency programme completed by all Year 2 children once they have finished Phase 5 of the Little Wandle Phonics programme. This is then also completed by any Year 3 and 4 children who access Rapid Catch Up.
- Structured reading lesson format in KS2 which focusses upon fluency and comprehension through pre-teaching, shared, repeated and choral reading, the development of vocabulary and discussing the text.
- Reading Challenge – this guides KS2 children in choosing a range of books to read, including poetry as well as a range of authors.

- Regular opportunities for children to read to adults in school. In Reception, Key Stage 1 and 2, all children will read to an adult at least once every week through individual and group reading practice sessions. Every class will have a 'Please Read with Me' list, containing the names of children requiring additional practice. Adults in every class are aware that every second counts and if there is any spare time, they can access the list and read with the children. We also have a Reading Team of volunteers who come to read with our children for extra support.
- English planning that is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in Reception and an English teaching sequence in Key Stage 1 and 2. This leads to daily discussion about the text where children are encouraged to respond to what they and others have read with questioning and discussion.
- Monitoring of the planning, teaching and assessment to ensure reading is of high quality and consistent across the school.
- Ongoing formative assessment of every child during their weekly read with an adult will ensure their reading book is clearly matched to their ability and their comprehension skills are developing. Those experiencing difficulty decoding will be supported through phonics intervention and any difficulties with comprehension skills can be targeted during lesson time in focus groups.

[Reading for Pleasure](#)

At Crooksbar Primary School, we will implement:

- Story time, when the children are read aloud to on a daily basis in every year group. This is for the children's enjoyment with the main aim of motivating them to read for pleasure. Texts will be ambitious for each year group with rich language to develop the children's vocabulary. Additionally, it will develop their knowledge and confidence to discuss a wide range of authors, illustrators, variety of text types and genres.
- Sharing Books(mainly R/KS1) are aimed at developing and inspiring a love of reading through the shared experience of reading together. These books contain sounds and tricky words that do not match those the children are currently learning so they are not expected to be able to decode them. The Sharing Books can be changed daily.
- Little Wandle Fluency Books(mainly Y2 and Y3) that are aimed at developing the fluency of all readers that have completed The Phonics Readers (and programme).
- Wide range of choice books(mainly KS2) which include novels, non-fiction and poetry books. The children use a Reading Challenge which encourages them to try a range of different genres and authors, whilst giving them some freedom to choose a book of their choice.
- KS2 Reading Scrapbooks- these go home with a different pupil each week and allow children to recommend a book, which then forms the start of a class 'booktalk' discussion.
- A range of regular events to engage pupils with the joy and wonder of a wide range of text types so they are confident, enthused and motivated to read for pleasure. Events include Book Buddies, Mystery Readers, World Book Day, visiting authors, bookfairs and reading challenges.
- A supportive learning environment with engaging books in every classroom and a learning lounge filled with a wide range of non-fiction books matching our curriculum and pupil interests.

[Supporting Pupils to Become Accomplished, Independent Readers Across the Curriculum](#)

EYFS and KS1 pupils acquire, develop and embed the key early decoding, fluency and comprehension skills needed to become accomplished, independent readers and pupils are supported with the strengthening of these skills across the curriculum. In Year 3 to 6, pupils are provided with numerous opportunities to apply and develop their key skills in a variety of lessons in order that they can extend their knowledge of topics, influence the direction of their learning and explore their interests. For example, pupils are encouraged to read for information in lessons such as history, geography and science, read to follow instructions in lessons such as IT and read to understand the perspectives of others in lessons such as RE and PSHCE. In addition to

this, KS2 pupils are also provided with opportunities to continue the development and embedding of their key skills through Guided Reading sessions (see above) and adult led sessions that teach and model how to read a text in order to deepen comprehension skills and understand increased levels of inference. Other key skills such as skimming and scanning texts are also taught and modelled during these adult-led sessions.

Encouraging Parental Involvement

Parents are continuously encouraged to be fully involved in their child's reading development throughout school. When their child is in Reception, parents are invited to attend a Phonics Cafes, which demonstrate how Phonics is taught in school, the importance of correct pronunciation of phonemes in order to develop blending skills and the meeting also provides resources and advice so parents can fully support their child at home.

This is followed by other information events as their child moves through school such as phonics lessons in KS1 and opportunities are taken to share with parents the importance of reading with their child and how they may do this.

In addition to these meetings, parents are able to communicate with staff about the progress they feel their child is making with their reading (in terms of decoding, comprehension, reading with fluency, using correct intonation etc) via reading logs that pupils take with their home reading books (KS1), twice yearly Consultation Evenings, Open Afternoon or by contacting staff directly if there is an issue they wish to discuss. Regular special events are also held throughout the school year that encourage parents to become involved in reading with their child such as inviting adults into school to share a book on World Book Day and inviting companies such as Scholastic to school events.

IMPACT

Adults in school carry out both formative and summative assessments on pupils' reading throughout the year. The data from these assessments is used to formulate strategies that will support all pupils to continue their development and, when required, accelerate progress. These strategies may include introducing 1:1 reading, changes to whole class planning or timetabling, small group interventions to address specific needs or increased parental intervention among other things. Leaders and external visitors including Trust School Improvement partners, regularly moderate data and teacher assessments to ensure all pupils are making at least expected progress from their individual starting point and that where pupils are not doing this, effective and impactful strategies are put in place in a timely manner. The combined impact of all strategies implemented throughout school from Reception to Year 6, need means that Crooksbarn Primary pupils finish Key Stage 2 with the skills, confidence and enjoyment of reading needed in order for them to succeed in the next stage of their education and to support them in their future adult life.

SEND

We aim to ensure that all of our pupils read easily, fluently and with good understanding, regardless of their needs or disability. We tailor the curriculum to meet pupils' individual needs and remove barriers to learning through carefully planned provision.

Teachers:

- provide them with the skills and knowledge they need to read and spell, by direct instruction, progressing systematically with carefully structured, small and cumulative steps
- use instructional routines that become familiar
- provide materials that limit distraction; are clear, linear and easy to follow; are age-neutral or age-appropriate and can be adapted further, such as being reduced to individual items
- provide opportunities for work on vocabulary, fluency and reading comprehension
- provide multiple opportunities for overlearning (recall, retrieval, practice and application at the level of the alphabetic code, word, sentence and text).