



*"Getting the basics right is a moral imperative and a central plank of social justice. Unless pupils can read, they can't access learning to the full."*

*Kirsty Godfrey – National Lead for Phonics and Early Reading*



## **Intent** – we aim to...

At Ashington Learning Partnership, we are passionate about ensuring all children become confident and enthusiastic readers. We want every child to be a fluent reader by the time they are 7 and if not they are given every effort to catch up. We believe that Read Write Inc. (RWI) phonics provides the foundations of learning to make the development into fluent reading easier. We ensure we have a systematic and synthetic approach to phonics, maintaining a strong focus on fidelity. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Whilst background and experiences impact language comprehension and understanding, the systematic teaching of phonics is not connected to background experiences, and as such, ALL children can learn to crack the alphabetic code. The teaching of phonics is at the heart of our curriculum and the gateway to learning. Of equal importance, is providing quality storytime experiences for children. Through these sessions, children have opportunities to hear modelled fluent reading, are exposed to a range of vocabulary and gain a range of background knowledge to help them develop a deep understanding about their world.

## **Implementation** – How do we achieve our aims?

### The Teaching of Reading - Phonics

#### Readiness for Phonics

Throughout LL, Nursery and Reception, Launchpad for Literacy is used as our approach to ensuring pupils develop a firm foundation and broad readiness for phonics.

Launchpad is also used as a diagnostic tool to identify and close literacy skills gaps in areas such as auditory and visual memory and vocabulary/ conceptual understanding.

Synthetic phonics is taught daily to all children in the Reception, Year 1 and Year 2. Those children who have completed the RWI program complete RWI Comprehension modules to further improve reading skills. Children in KS2 who need further support with decoding, also receive daily phonics lessons.

Children are taught to:

- Decode letter/sounds correspondences quickly and effortlessly, using their phonic knowledge and skills
- Sight read high frequency (red words) words
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

In the daily phonics sessions, children are taught to work effectively with a partner to explain and consolidate what they have learnt. Staff ensure that children read books that are closely matched to their increasing knowledge of phonics and the red words.



### The Teaching of Reading

We believe that whole class teaching of reading is the most effective approach. Literacy units of work are based on high quality texts and cover a variety of genres. Pupils are encouraged to read for meaning, deepening their understanding of plot, setting and character.

#### Fluency

Once pupils have cracked the complex code, the focus shifts to developing fluency (accuracy, automaticity and prosody). Whole class approaches to develop fluency centre around teachers modeling fluent reading and the principle of repeated oral reading, including paired, choral and echo reading.

#### Vocabulary

Pupils are explicitly taught new vocabulary through our word-rich curriculum and encouraged to use what they know about morphology to work out the meaning of unfamiliar words. Teachers share child-friendly definitions with pupils and prompt them to use tier 2 and 3 vocabulary in their speech and writing.

#### Text Structure

Our Wider Reading Overview includes further extracts of fiction, poetry and a wide range of non fiction texts to ensure pupils are exposed to texts written for a range of purposes and audiences. This also includes opportunities to experience 'the classics'.





### Fostering a Reading Culture

- Staff, in all roles, understand that reading is the highest priority in school and make sure that they model the positive attitude to reading that underpins our school culture.
- Financial resources are prioritised to ensure the provision of a wide range of quality texts.
- Classrooms and schools are filled with a variety and range of reading resources.
- Libraries are regularly updated and are spaces where pupils can go to read, enjoy and share books.
- We celebrate reading throughout the environment; in class and in corridors.
- Reading assistants hear our children read on a 1:1 basis.
- Children have access to online reading material, including daily news articles through the digital platform MyON.

#### Class Reader

We create a love of reading by giving children opportunities to listen to a range of carefully selected texts.

Teachers read to children daily and regularly share their favourite stories with enthusiasm. We read to our pupils daily because:

- It develops vocabulary so that children are able to understand a broad range of increasingly complex texts.
- It promotes fluency and comprehension by providing models of fluent and expressive reading.
- It exposes pupils to more complex sentence structure which allows them to engage with increasingly challenging texts.
- It develops their understanding of the world; this gives them a wider knowledge base to draw upon in future reading.
- It encourages more children to read regularly and frequently; they are willing readers who understand they can read in order to learn as well as for pleasure.

Pupils are encouraged to talk about their own favourite stories during Class Reader sessions. They read to members of staff daily. Our most enthusiastic readers are acknowledged and rewarded weekly.



### Parental Engagement

We expect children to read at home at least three times per week. In addition, all pupils accessing phonics are provided with a link to virtual phonics lessons from the Ruth Miskin Portal. All pupils working on the RWI phonics programme take home a phonologically matched 'My Book Bag' book. All lower site pupils (Including LL and Nursery) take home a library book for parents to read to their child. Those pupils working beyond RWI, access Accelerated Reader, which is used to ensure pupils are reading books at an appropriate level. We communicate with parents through webinars, individual parent meetings, letters and phone calls.



### Supporting Staff to Keep Getting Better

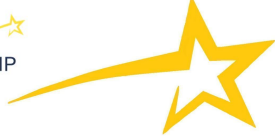
To ensure staff are up to date with their knowledge of RWI and phonics, regular coaching and training sessions take place. All staff have access to the Ruth Miskin Virtual Classroom with the full RWI training programme broken into small chunks to watch and practice. Phonics Development Days take place at least termly, where a Ruth Miskin Consultant comes into school to work with the Reading Leader, SLT, Teachers and Support Staff.

Whole school CPD has centred around the teaching of reading; we train teachers to be expert in how pupils 'learn to read' and then go on to 'read to learn'. CPD sessions are planned using an evidence-informed approach. In addition to regular phonics coaching, staff have received training on:

- Understanding, teaching and assessing reading fluency
- Explicit vocabulary teaching
- The importance of story
- Building on phonics in KS2
- The use of MyON to maximise home reading



CPD sessions begin by revisiting prior learning so that staff have opportunities to revisit and build upon their knowledge. Webinars and teaching clips are utilised to allow staff to access training more flexibly.



### Intervention and Assessment

In order to best support pupils at risk of reading failure, we pinpoint areas of difficulty as specifically as possible, by continuing to dig deeper. By overhauling the assessment process, we have been able to identify the type of reading intervention pupils need and create a more bespoke provision. Slowest progress and 'on watch' readers are regularly assessed and assessment data is gathered to ensure teachers have as much information as possible.

#### Assessments

- In EYFS, Launchpad for Literacy diagnostic assessments are carried out half-termly.
- All pupils on RWI have half-termly phonics assessments.
- Pupils in Years 2-6 undergo additional fluency assessments (DIBELS oral reading fluency assessments alongside Rasinski's Multidimensional Fluency Rubric)
- All pupils in Years 1-6 undergo termly PIRA assessments to assess their reading comprehension.
- Additional reading assessments are conducted with pupils who may have particular barriers to reading in order to ensure they receive specialist, precise support.

### Slowest Progress Readers

#### Phonics

We support the slowest progress readers to keep up with defined expectations. The slowest progress readers are taught by expert reading teachers. Pupils have highly tailored, one-to-one tutoring daily which catches children before they fall so all children can keep up. Pupils who still require phonics in KS2 receive daily phonics tuition in addition to 1:1 work.

Launchpad 1:1 and small group work is delivered to pupils with Early Literacy skills gaps. Pinny time occurs daily so that children review sounds they have already been taught. This helps them to revisit sounds frequently so that they retain sounds they have been taught. This supports children to revise sounds both at school and at home. Slowest progress readers read daily with a trained reading assistant. A specialist teacher delivers School-Led-Tutoring to small groups of children.

#### Fluency and Comprehension

Pupils who are identified as at risk through their fluency assessments are targeted during whole class teaching. Select pupils are placed in reading fluency intervention that is underpinned by research conducted as part of the Herts for Learning KS2 Reading Fluency project. The Herts for Learning KS2 Reading Fluency Project incorporates the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelling comprehension skills, to improve the trajectory of Year 5/6 pupils towards the expected standard in reading at the end of KS2. It draws on strategies from scholar Tim Rasinski. The intervention materials have been created specifically for the pupils in our schools. In addition to using strategies such as echo reading and repeated re-reading, teachers provide pupils with important background knowledge and vocabulary during the second session –this is something that is a barrier to many of our pupils. The texts selected are a mixture of those recommended by Herts for Learning and age-appropriate, engaging texts with complex sentence structures and vocabulary.



### Impact – How will we know we achieved our aims?

We monitor the impact of our work on pupils' life chances by asking ourselves - How well does reading land with those who need it most? Our aim is for every child to become a fluent reader by the end of KS1. Attainment in phonics is measured against defined expectations, term by term and by the Phonics Screen Test at the end of Year 1. PIRA and fluency assessments are used in Year 2-6 which further evidence impact.



## **5 Key Things to Take Away!**

**1. Reading is the highest priority and is reflected in our CPD staff offer in order to ensure all staff are expert teachers of reading.**

**2. The teaching of synthetic phonics is not connected to background experiences and as such ALL children can and will crack the alphabetic code.**

**3. Storytime is of equal importance in order to promote fluency and comprehension, develop vocabulary, expose pupils to complex sentence structure and develop their understanding of the world.**

**4. We explicitly teach vocabulary in all curriculum areas as this is an area our pupils typically find challenging.**

**5. We continue to dig deeper to pinpoint specific barriers for children in order to ensure they access appropriate intervention.**