

Primary Reading

At The Priory Witham Academy, we value reading as a crucial life skill. By the time pupils leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our pupils to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have 'Reading Leaders' who drive the reading programme in our school. These people are highly skilled at teaching reading, and they monitor and support our reading team, so every teacher is an excellent teacher of reading.

Kirsty Dawson – Associate Assistant Headteacher – Early reading and Phonics Leader
Claire Logan – Assistant Headteacher – EYFS
Georgia Constanti – Reception teacher
Janet Toland – Reading Leader

Phonics and early reading

Intent

At The Priory Witham Academy, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Pre-Nursery and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Because we believe teaching every child to read is so important, we have Reading Leaders who drive the early reading programme in our school. These people are highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* progression.

As a result, all our children are able to tackle any unfamiliar words as they read. At The Priory Witham Academy we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Implementation

Foundations for phonics in Pre-Nursery, Nursery and Pre-Reception

- We provide a balance of child-led and adult-led experiences for all children across the areas of learning and development for ‘Communication and language’ and ‘Literacy’. These include:
 - sharing high-quality stories
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure our Early Years children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 40 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in the second full week of children attending in the Autumn term.
- We follow the ***Little Wandle Letters and Sounds Revised programme progression***.
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
 - Children in Year 2 review how to read and spell words using Phase 5 GPCs with fluency and accuracy in module 1.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2, 3, 4, 5, 6 and 7 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the keep-up resources – at pace.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use fully decodable books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
 - are monitored by the class teacher and phonics and early reading leader.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- We continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is provided to allow repeated practice and to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to their children.
 - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through stay and learn sessions.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leaders and SLT use the 'Practice Map' to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)
'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at The Priory Witham Academy and our local community as well as books that open windows into other worlds and cultures.
- Using the learning platform, Tapestry, parent/carer records comments to share with the adults in school and the adults will give feedback on a regular basis to ensure communication between home and school.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing keep-up support
 - weekly in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the keep-up support that they need.
 - Any child accessing phonics keep-up is assessed every 3 weeks to identify any additional support and to plan the keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

Reading

Once children have completed, and are competent in, the [*Little Wandle Letters and Sounds Revised progression*](#), reading strategies continue to be taught and developed through a range of approaches. (see All-through approach to the teaching of reading – primary)

As a result, all our pupils continue to apply, as well as build upon, the strategies that they have learnt as an early reader to tackle any unfamiliar words as they read across the curriculum. The teaching of reading then follows a clear progression, which combines the skills of language comprehension and word recognition to support pupils to develop fluent reading capabilities.

Our reading curriculum includes opportunities for:

- ✓ Reading with – explicit teaching, using appropriate strategies and skills (guided practice sessions/whole class reading).
- ✓ Reading to – where teachers read aloud good quality texts to pupils and model the why and how of reading.
- ✓ Reading by – where pupils have opportunities to practice and apply what they have learnt in more independent contexts.

Curriculum

- A progression of reading skills is mapped across the year groups within the English long term overviews.
- Teachers use engaging texts to teach the skills of reading every day for 30 minutes.

Whole class reading

- Whole class reading enables:
 - Access to more challenging texts
 - Explicit teaching of vocabulary
 - More expert teacher time
 - Less down-time
 - Shared enjoyment
 - More stimulation and challenge
 - Higher-level modelling
 - More conversation and exposure to talk

Assessment

- A reading assessment framework is in place to ensure expectations for attainment are consistent across the year groups.
- Formative assessments, and QLA outcomes from summative tests, inform curriculum adaptations for teaching and learning.
- Pupils complete summative assessments to support teacher assessment. These could be PiXL tests or past SATs papers.
- STA moderator has worked with us to ensure that assessments are accurate and consistent across the year groups.
- Moderation is supported by phase leaders within year groups and across phases.

Interventions

To support pupils to keep up with, and aspire to meet age related expectations, the following interventions are in place to support.

- Phonics
- Practice read sessions
- Fluency intervention

These are taught by skilled reading teachers and pupil progress is carefully monitored for impact.

Secondary Reading

Intent

In the Secondary phase at The Priory Witham Academy, we continue to prioritise Reading. We build on the pupils' prior learning from the Primary phase, working closely with our Primary colleagues and feeder schools to ensure an effective transition. We take a subject disciplinary approach where 'all teachers are teachers of Reading' and have a clear ambition for the Witham Reader. This ensures that teachers understand the importance of their role and responsibility for promoting high standards of literacy, irrespective of their specialism.

By the time pupils leave us, they are able to read across a broad range of genres and contexts, to read critically, analytically and independently. Our aim is to foster a lifelong love of Reading. To support this, our readers are equipped with the tools to tackle unfamiliar vocabulary, to interpret and explore meaning, and the resilience to read whole texts, seminal literature and diverse texts.

We encourage our pupils to see themselves as readers for both pleasure and purpose so that they can enjoy reading but also to allow them to function and engage with the world around them.

One of our principle aims of teaching reading is to develop independent readers, who can deal with sophisticated texts and able to make informed reading choices for both academic and personal reading. To achieve this, pupils experience a Reading curriculum that extends beyond the National Curriculum to broaden the opportunity for all; delivered both as part of the English curriculum and the wider curriculum.

Leaders are clear about Reading policy as set out by Ofsted and the DfE. We are informed by educational research and cascade this knowledge to our leaders and teachers. Teachers are supported through CPD, clear expectations and frameworks, such as the Language for Learning framework. This allows them to choose high-quality, appropriate texts and ensures that they know and understand the strategies needed to support them to deliver effective Reading instruction such as

Because we believe teaching every child to read is so important, we have Reading Leaders who drive the reading programme in our school. These people are highly skilled at teaching reading, and they monitor and support our reading team, so every teacher is an excellent teacher of reading.

Reading Leaders:

- Sinead Hanson – Associate Assistant Headteacher with responsibility for Strategic Reading

- Chris Brown – Head of English
- Jessica McFarlane – Academy Reading Lead
- Oliver Copping – Intervention Tutor

Implementation

Curriculum:

- We have identified Reading Leaders across the Academy.
- We have carefully planned the ambition for the Witham Reader for the Academy.
- We have carefully mapped the Reading Journey from EYFS through to KS5.
- The rigor of the English curriculum ensures that Reading is a priority through the entitlement and enrichment offer.
- Curriculum at KS3 has been adapted fully to diversify text choices and increase cultural capital as a result of prior gaps reading assessments.
- The Reading curriculum is carefully planned to build on prior knowledge and cultural capital. This is evident in the design and delivery of the curriculum, the long-term planning and the topic overviews.

Teaching:

- Agreed Expectations for Reading support all teachers to understand their responsibility as teachers of Reading. This is monitored through the Witham Reading Routine: Frayer model for new vocabulary, Teacher reads as expert and Echo reading for new vocabulary.
- Common Strategies are in place to support reading for meaning through to critical analysis.
- Common strategies are in place to support vocabulary instruction.
- Reading to - pupils are read to by an expert reader for 20 minutes in every English lesson.
- Cold Reads of all texts studied
- Class readers chosen to broaden student cultural capital and offer understanding of diverse experiences; this empowers students to go beyond their own expectations of themselves.
- Reading with – pupils will have a range of opportunities to read with an adult as part of the textual study, with their teachers and PSA staff.
- Reading by – opportunities for reading for pleasure are built into the curriculum offer
- Reading by - wider reading lists mapped across the curriculum to support content delivery.

Intervention

- All pupils assessed using Star Reader. This allows us to identify universal and targeted needs.

- Teachers address universal need through QFT, drawing upon the Agreed Expectations and with the support of the Academy Reading Lead.
- Targeted intervention is broken down into three main strands:
 - Tier one: Little Wandle Rapid Catch Up (Yr 7) or Fresh Start (Yr 8 and 9) for readers who are flagged as requiring Urgent Intervention through Star Reader. Phonics diagnostics are used followed by fluency assessments for those readers who are phonetically sound.
 - Tier two: Guided Reading intervention for students who have previously required reading intervention, but RA is now above 9yrs. Fluency and comprehension focus.
 - Tier three: Paired reading and group reading for students who don't qualify for the phonics-based interventions and need support with comprehension.
- Regular communication will take place between the teacher and the expert delivering the intervention to ensure pupils make progress and independently apply to their reading.

Quality Assurance:

- Every teacher in our school is trained to be an expert teacher of reading. As a result, pitch and expectation is clear which enables good progress. We all use the same language, routines and resources to teach pupils to read so that we lower pupils' cognitive load.
- Agreed Expectations ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leaders and SLT regularly monitor and observe teaching; they use the summative data to identify pupils who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

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We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to pupils every day. We recognise that reading aloud is probably the most important thing that teachers can do, and this is why we ensure it is a frequent and regular part of each school day, happening for at least 10 minutes. By reading well-chosen books aloud, teachers ensure classes become communities of readers. The purpose of this is for children to experience and enjoy stories that they might not otherwise meet, including those from other cultures. They have access to rich and challenging texts (often ones that pupils will not have heard of).

- Pupils across the school have regular opportunities to engage with a wide range of Reading for Purpose events (book fairs, author visits and workshops, national events etc).
- Throughout the academy, high-quality texts are promoted in various ways to create an ethos and an environment that excites, enthuses, inspires and values reading (displays, book displays, library, posters, discussions with adults etc.)
- Social media is used as a platform to promote our love for reading at the academy. This involves the wider community to celebrate reading for pleasure. We make book recommendations and share good practice on Twitter, promote reading competitions, celebrate reading events such as World Book Day.

Impact

Assessment

Assessments are used to monitor progress and to identify any child needing additional support. Assessment informs teaching and curriculum. It is timely, purposeful, and carefully planned to ensure that GAPS and misconceptions are addressed promptly.

- Assessment for learning is used:
 - daily within class to identify pupils needing keep-up support
- Summative assessment is used:
 - by the class teacher and SLT through the Star reading tests, which take place three times a year, to identify gaps in children's knowledge and understanding in order to narrow attainment gaps between different groups of pupils and so that any additional support for teachers can be put into place.
 - By the class teacher as part of formal assessments mapped against the Curriculum.

Statutory assessment

- Pupils in Year 11 sit their GCSE
- Pathways – Functional English Level 1 or 2
- Step Up to English – pre-GCSE qualification for KS4 students
- A-level – English Literature

Ongoing assessment for Intervention

- Pupils in KS3 are assessed through their teacher's ongoing formative assessment as well as through the summative assessments of the Little Wandles, Fresh Start or Guided Reading programmes.