

The Children's Reading Journey at Garra Community Primary School

At Garra Primary School we aim to inspire a love of reading that will continue for years to come. This is approached through meaningful reading experiences supported by inspirational texts. We encourage and plan for a range of reading experiences so that children can apply their reading skills across the curriculum. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background. This leads to fluent readers with a love of reading.

We recognise the importance of early language and reading as a vehicle to improve children's communication. The teaching of systemic synthetic phonics is taught from the first day of Reception using Little Wandle. Then, a reading curriculum that helps them to read with fluency, prosody and confidence is provided. We invest in a rich literary environment. Texts are carefully chosen to extend vocabulary and to understand the world around us. The children read a range of class fiction and non-fiction books. The world of books opens the children's minds to the wider world and issues that impact on people and places.

Because we believe teaching every child to read is so important, we have a Literacy Leader and a Phonics Leader who both drive the early reading programme in our school. These members of staff are highly skilled at teaching phonics and reading, and they monitor and support our reading team to ensure all staff are reading experts, delivering a consistent approach with fidelity to our chosen phonics programme (Little Wandle).

How Reading links to Our Curriculum Driver

We have designed a history and geography-rich curriculum that connects learning by building an understanding of ideas, concepts, chronology and themes through the framework of **'here, there, then, now and next'**. These thinking threads link learning meaningfully to create opportunities to learn from the past and present as well as equipping children for an ever-changing and exciting future.

Reading allows us to explore and reflect on experiences from **then** and **there**, learn more about the **here** and **now** and immerse ourselves in the possibilities that will come **next** in the future. Our reading curriculum plays a pivotal role in this.

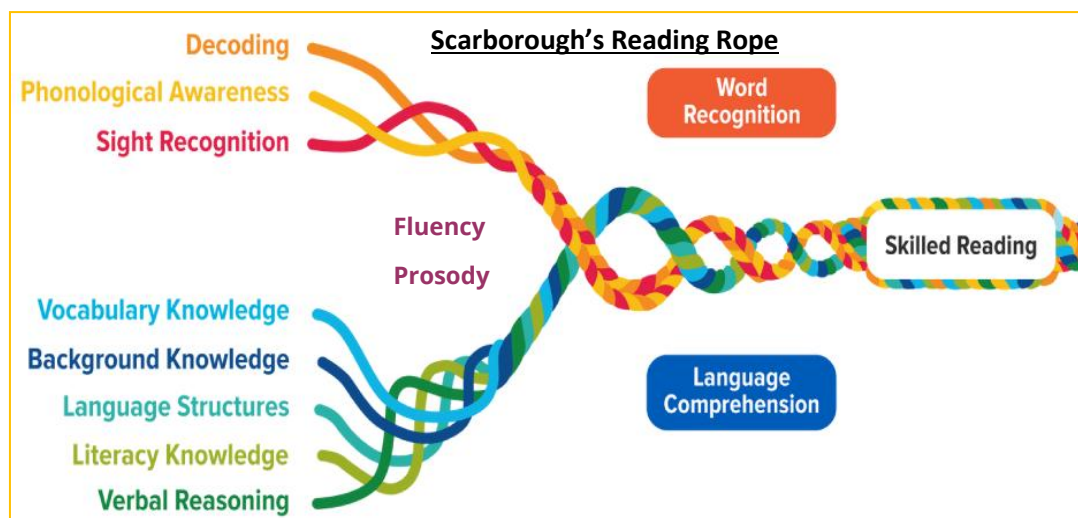
We aim to:

- Ensure progression of reading and comprehension skills across the school.
- Teach reading through phonics sessions, guided reading, whole class shared reading, and through opportunities for children to read with an adult on a 1:1 basis.
- Develop a culture of reading that involves strong links with parents who actively engage in regular reading at home with their children.
- Provide meaningful reading experiences using the contexts inspired by quality core texts and the whole school topic themes.

- Use whole class story time, or class novel, as an essential part of our whole school approach, to enrich the scope of texts that children access, secure high expectations, inspire learners, and model lively, joyous reading aloud.

Reading Rope

Reading is a thread that runs through our curriculum drivers of **'here, now, then, there, next'**. We use Scarborough's Reading Rope to visualise and unpick all the things that need to be taught for children to become successful readers. We have added the importance of fluency and prosody to the rope.



Reading journey

We see learning to read as a journey. We feel there needs to be consistency across the school but also recognise that children at different stages of their education need different things. Once the Little Wandle programme is complete, children have daily reading sessions in which the whole class read the same text. The Crofty Reading progression document is used to support the planning of reading to ensure there is a clear sequence of learning. The VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve and Summary/Sequence) style of questioning is used across the school as an approach to guide the types of comprehension questions asked. However, the books lead the questioning rather than VIPERS.

Phonics

Phonics is robust at Garra. We follow the Little Wandle Letters and Sounds Revised which is a systematic and synthetic phonics programme. This is taught from the beginning of the Reception year, which children begin within a week of starting school. We ensure that the teaching of phonics is lively, interactive and investigative. We use a multisensory approach so

that children learn from simultaneous visual, audio and kinaesthetic activities, designed to secure essential phonic knowledge and skills. It is designed to create fluent readers, confident speakers and willing writers.

Staff work hard to promote phonics at every opportunity so that children recognise that it is not a standalone subject, but an integral part of all their reading and writing development. A progressive stance ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Garra, 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

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 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 first full week of the Autumn term. 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.

Keep-up and Catch-up lessons

- 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 ensure regular phonics lessons for any child in Year 2 and above 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 tailored assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-Up resources.

- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Fluency

We want all our children to become fluent readers, so all children have the opportunity to read every day. A key feature of this is the adult demonstrating how to read the text to help children become expressive readers who understand the text. Therefore, echo reading - 'my turn, your turn' - is used as a strategy across the school, along with choral reading, where the whole class reads as one.

Vocabulary

The acquisition of vocabulary is a key focus in all subject areas. This is to help children to become more effective readers, and reading is used to develop children's vocabulary. Words are celebrated. Vocabulary is discussed to ensure that children understand the text, key vocabulary is displayed and revisited. Children are then encouraged to use this vocabulary in their work. Tier 2 and 3 vocabulary is explored, and rich powerful vocabulary is celebrated.

Comprehension

VIPERS

We use the VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve and Summary/Sequence) framework across the school to direct our comprehension work to ensure range of questions are asked. Barn Owls follow this as planned by the Little Wandle scheme in session 3 each week. The book leads the questions; we do not narrow the focus of the lesson to sole domains. Children are also taught key skills such as skimming and scanning.

At Garra, we value reading as a crucial life skill. By the time children 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 children to see themselves as readers for both pleasure and purpose.

In order to develop a love and understanding of reading, we use a wide range of books in class, both to study and to read for pleasure. These are sometimes referred to as the class readers. We want our children to be bibliophiles, and the class texts play a key role in this. We use high quality texts that engage children. Pupil conferencing tells us that children usually love these books and exploring them as a class fully engages them. We have created a reading spine for the school that states all the texts used across the school, guided by the Literacy Tree scheme. Each term there are class novels and non-fiction texts. Some of these are linked to the topic where appropriate. The texts are chosen for their literary value, their

vocabulary and language features and are challenging at an age-appropriate level. The children each have a copy of the novel. Usually there is only one copy of the non-fiction text and selected double page spreads are shared with the children. Texts are also identified on the curriculum overviews. Often the class books are used to inspire written work in English lessons. Class books will be age appropriate and look to challenge the children's reading experience. The text will be used for some oral and written comprehension work. Please see appendix 1 for the reading lesson expectations. A range of texts from a range of genres are shared with the class in addition to the class book. Visual texts i.e. film clips are also used as a basis for comprehension as well as a stimulus for writing. Using stories in the curriculum helps to bridge the gap between high prior attaining and low prior attaining pupils. We learn things and remember things better through story. The book can also act as a way to reactivate 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 want our learners to become fluent, competent readers, but to also have a love for reading as an experience.

- 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 Garra and our local community as well as books that open windows into other worlds and cultures. Listening to stories has been shown to foster a love of stories and books.
- Every child has access to books within their classroom. Staff curate these books and talk about them to entice children to read a wide range of books.
- Every child has the opportunity to access an inviting book area/library that encourages a love for reading.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

- The school library is made available for classes to use at a range of times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, literary festivals and national events etc).

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 (see appendix 1).
- Little Wandle weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Little Wandle lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Accelerated Reader

Accelerated Reader is introduced at Garra when the children can demonstrate that they are becoming more fluent and confident in their reading ability. This can be from Year 2 when the children have completed the Little Wandle programme. Books on the AR scheme are matched to the child's reading ability so the text is 'just right' for them to enjoy.

AR is research-proven, pupil driven and teacher-guided. The children are 'in charge' while the teacher guides the child in ensuring the text chosen is accessible and completely at the right level for them. Children participate in engaging quizzes and activities that help support and hone reading skills – encouraging further growth and development.

During reading time at Garra, teachers focus on specific children by listening to them read individually. Children are also given time to share texts in pairs or read individually. Time is also given for children to complete the Accelerated Reader quizzes from the books that they have chosen to read in the library system. These quizzes, along with other regular assessments ensures the books being read are matched to their reading ability.

Summative 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 from the Little Wandle programme
- weekly in the Little Wandle 'Review' lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings
- AR STAR Reader tests to be administered 4 times a year
- on completion of the STAR Reader test, every pupil to be provided with a ZPD range to ensure the appropriate choice of reading book.
- ZPD ranges to be written in pupils' reading record and pupils expected to know level off by heart.

Summative assessment is used:

- In Little Wandle every half term 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.
- Summative assessment is carried out half termly through the consideration of AR STAR Reader tests and teacher assessment (ongoing) each term.
- By SLT and scrutinised through our assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

A placement assessment is used: with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Little Wandle Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check resits it in Year 2.

Ongoing assessment for catch-up

Children in Year 2 to 6 are assessed through:

- their teacher's ongoing formative assessment
- the above placement assessment

- the appropriate half-termly assessments.

Reading at Home

Home Reading Books

This is a vital way for children to practise the skill of reading as well as reading for pleasure. Our children are given a home reading book within the first few days of starting school. The school uses Little Wandle Letters and Sounds decodable books to support the teaching program. These books are categorized to match sub-sets within Phases to closely match our children's phonics progression, to consolidate learning and subsequently promote confident and independence. These books offer a range of genre such as stories and poetry, as well as non-fiction texts such as recounts, information, and instructions. Reading for pleasure books also go home for parents to share and read to children.

Once off the Little Wandle phonics scheme, children then read books within their Accelerated Reader band but also with a focus on reading for enjoyment and to help pupils develop their own interests and tastes in reading.

Parental Involvement

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 workshops. An open phonics session towards the beginning of the first half of the autumn term allows parents to observe the learning in the classroom. This is followed by an introductory phonics workshop. During this workshop, parents are made aware of how phonics is taught, what support can be given at home, and the national expectations of attainment for the end of the year. The vital part parents play in supporting reading in the home environment is also acknowledged and discussed.

New learning is shared with parents on a weekly basis. Parents are supported with strategies of pronunciation and the skill of blending phonemes to read words.

For those who are not on the Little Wandle phonics scheme, there is an expectation for every pupil to read for a minimum of 15 minutes 3 x per week. Evidence of reading must be recorded in the pupil's reading record. Pupils who do not have the opportunity to read at home are given the opportunity to read in school. We encourage the use of additional reading for pleasure as well as current AR book.

Appendix 1

Reading Lesson Expectations

Early Reading with Barn Owls: 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 with a maximum of six children
- use books matched to the children's secure phonic knowledge using tailored assessments and book matching grids
- are monitored by the class teacher on a regular basis.

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.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books, as well as them accessing the whole class guided reading sessions.

Hawk Owl and Eagle Owl lessons

Through independent reading, shared reading in literacy lessons and cross-curricular sessions, whole class guided reading sessions and reading for pleasure, reading in Key Stage 2 develops and extends the phonetic skills acquired during the Foundation Stage and Year 1.

Children explore a wide variety of genres, both fiction and non-fiction which allows them to access, input ideas and understand what they are reading.

Our children take part in whole class guided reading sessions to develop their reading ability and comprehension through specific teaching.

Planning

- Discreet 30 min guided reading sessions will be taught daily using the class text.

- There will be a variety of questions (VIPERS) that are chosen to best suit the text and the Crofty Reading Learning Intentions, help guide these to ensure progression across the school.
- There must be at least two lessons recorded within the children's book, per week. The other sessions can be oral.
- The written sessions must include an aspect of teacher modelling. Usually this would be the teacher modelling writing an answer to a 'whole class question' and children then have an opportunity to answer a similar question. Approximately another 4 questions are given to the children to be answered. This may require scaffolding by either adult intervention, resource, etc.
- Challenge questions are provided.
- Over a half term, fiction texts, poetry and non-fiction texts are taught.

Written Lesson Format:

1. **Date** underlined with ruler.
2. Identify and explain **essential words** to enable text to be understood - T3
3. Teacher **models** with **expert prosody** – checking T2 words and phrases. Children follow along using their "sticky finger".
4. **Echo read** a paragraph – chunking sentence (if necessary) and repeating – insist on precision (check T2 words and phrases)
5. **Choral read** together (move around)
6. Teacher models the answer to a whole-class question (co-construct success criteria).
7. Pupils attempt similar question(s) in books (scaffold for LA, e.g. page numbers and Crofty stem sentences. Adults live mark spelling and punctuation.
8. Challenge question/opportunity included on their slips.
9. **Talk** through the answers. Children **edit** with purple pen.

Marking and Formative Assessment

- Written responses in books can be self-marked or peer-marked
- Live teacher marking / feedback in lessons
- Marking outside of lessons only if necessary (deep marking not required)
- Incorrect spellings may be given to children to correct in line with our marking policy

Little Wandle Phonics Lesson Format:

Lesson format will differ depending on the phase and focus. However, please find a general outline of a Little Wandle lesson below.

Lesson Focus: (Grapheme/phoneme or skill, e.g., 'ai', blending CVCC words etc.)

Phase: (Phase 2 / Phase 3 / Phase 4 / Phase 5)

1. Revisit & Review

Purpose: Refresh previously taught sounds and words.

Activities:

- Flashcards: previously taught graphemes (mnemonic side of cards for support, depending on phase)
 - Review a selection of previously taught words using word cards.
 - Oral blending practice for children who need it.
 - Review previously taught 'Tricky words' (common exception words).
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2. Teach

Purpose: Introduce the new sound, tricky word, spelling or skill.

Activities:

- Show the new grapheme.
- Say the phoneme clearly; children repeat.
- (Depending on phase, grow the code using the Little Wandle sound chart)
- (Depending on phase, show how to form the letter(s) using Little Wandle handwriting phrase.)
- Spot the new sound in words (oral only).
- Sound talk, then blend to read words containing the new sound (model first, then children together).
- Extension – model using new words in a sentence for context and understanding.

New Tricky words (Common exception words):

- Show the new tricky word.
- Say the new tricky word clearly, explain why it is tricky using the Little Wandle explanation.
- Model saying the tricky word first, then children say it together.
- Repetitive practice and cold calling.

3. Apply

Purpose: Build confidence reading words with the new learning.

Activities:

- Support children to read a simple phrase or short sentence containing the focus sound and/or tricky word. (Whole class sound talk new words, then blend for fluency.)
- Model segmenting, spelling and writing a new word before children have a go independently, checked by teacher. Repeat process for new tricky word (and a short sentence, depending on phase).

4. Review & Close

Purpose: Reinforce learning and assess understanding.

Activities:

- Re-read the new grapheme and a selection of words.
- Ask: "What sound did we learn today?"
- Cold calling for teacher assessment.

Example of a year 1 lesson format:

Weekly grid Year 1 Phase 5

Autumn 2 week 4

Lesson focus	Revisit and review			Teach and practise					Practise and apply		
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	New tricky word	Read/write the sentence	Spelling	
/ee/ e-e these	ee ea e u-e u ue ay a a-e ie i i-e	each clue game slide use human fever glue	could would should our	/ee/ e-e	th-ee-z ee-v-n a-th-l-ee-t	these even ath/lete com/plete	even A number like 2 or 4 is an even number. When things are the same amount, they are even. athlete Someone who is really good at sports. complete Without anything missing, finished.	house	These athletes will win the games.	these even + house	Reading practice sessions with decodable reading books three times a week
/oo/ /yoo/ ew chew new	oo u ue ie i i-e o o-e ee ea e e-e	these even music rescue home open	could would should our house	/oo/ /yoo/ ew	n-yoo s-t-yoo b-l-oo	new stew few grew blew chew	stew A food made of vegetables (and meat) cooked slowly in liquid. blew The wind blew the leaves off the trees. chew Using your teeth to grind up food.	mouse	The mouse could chew the stew with its big teeth.	new chew + mouse	
/ee/ ie shield	ee ea e e-e oo u ue ew ay a a-e	chew grew athlete least treat make	could would should our house mouse	/ee/ ie	f-ie-l-d sh-ie-l-d sh-r-ie-k	shield field shriek brownie bodies belief	shield A large piece of metal or wood held up and used to protect soldiers from weapons. shriek A loud, high-pitched sound. brownie A delicious, fudgy chocolate cake.	water	I like to munch and chew brownies.	shriek field + water	
/or/ aw claw	or ee ea e-e er ir ur	field shriek burst third few belief	could would should our house mouse water	/or/ aw	d-r-aw s-t-r-aw s-qu-aw-k	draw claw straw paw crawl squawk	claw A curved, pointy nail on a lizard, bird or some other animals' feet. crawl When you move low to the ground on all fours. squawk A loud, harsh sound – like a parrot might make.	want	The parrot squawks and uses its claw to draw.	claw draw + want	
Review	e-e ew ie aw ay a er th or	Sort the words by phoneme: shriek fried bodies belief pie tried	could would should our house mouse water want	n/a	n/a	Match the words to the pictures: straw athlete brownie stew claw shield	Quick review: even these new grew draw crawl squawk chew		Write: A child found a bird hidden in a tree.	straw grew	