



Harbertonford C of E Primary School

Reading Statement EYFS-Year 6



Intent

It is our intent for children to develop a love for reading and become independent, fluent readers of a wide range of reading materials including fiction, non-fiction and poetry. Through the design of our curriculum we aim to create a reading culture where children: can access inspiring and challenging texts across a range of genres; read for pleasure; grow their imaginations; escape to new and wider worlds; cultivate reading preferences; share and recommend texts; recognise authors and styles; open doors, understand and apply; communicate, articulate, discuss and challenge; expand vocabulary banks; access learning across the curriculum; apply learning to written work and be ready for their next stage in learning and education. We celebrate reading whenever we can, including through whole school events such as World Book Day, World Poetry Day and theme/author days.

To become an expert reader, children at our school will:

- have a secure knowledge and understanding of phonics, including the ability to apply phonics to develop early reading
- employ a range of other strategies to apply to their reading
- be inspired to have a lifelong love of reading
- read widely and for a range of purposes
- be taught the comprehension and decoding skills required to achieve age related expectations
- experience high-quality texts in a variety of text types as models for writing
- develop and understand a high level of vocabulary from all tiers (Alex Quigley) through regular exposure and specific vocabulary teaching

Vocabulary

Children's command of vocabulary is fundamental to their learning and progress across the whole curriculum. Teachers develop vocabulary actively, building systematically on children's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) so that pupils' increase their store of words. Simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, children will expand the vocabulary choices that are available to them. It is particularly important to introduce children to technical vocabulary which defines each curriculum subject, such as accurate mathematical, historical or scientific language.

Implementation

Accelerated Reader (AR)

All children in years 1-6 have an independent reading book at their level, with an individual ZPD (zone of proximal development) determined by half termly Star Reading tests and quizzes. AR allows teachers to monitor and track children's progress, also identifying target areas.

Reading for pleasure

We aim for children to read daily and select a wide range of texts, including 'archaic texts' to ensure the 'plagues of reading'* are not a barrier to learning (**Doug Lemov*). Each class has a class reader – a story or text that is specifically chosen for the adult to read to the class. Daily exposure to quality books is part of our reading ethos.

Vocabulary

We use **WEEE** (word, explain, explore, exemplify) as a strategy to specifically learn vocabulary. This strategy helps to define, understand and contextualise new vocabulary, including through investigating the structures and origins of language.

Phonics

Phonics is taught from Nursery, and systematically from Reception to Year 2 using Letters and Sounds, supported by Phonics Bug and Phonics Play. This is supported by daily 'gap filling'.

English sequences

Inspiring texts are selected from the Babcock literacy scheme and Texts that Teach, supported by the principles of Talk for Writing. Children spend time familiarising themselves with the text before imitating and then inventing their own writing based on a familiar structure.

Reading at home

Reading at home is part of weekly home-learning expectations. Age-related books are selected based on reading ability. Books should be changed as needed and pupils are encouraged to do so independently, as appropriate.

Guided Reading (GR)

Guided reading is the time where the teacher really gets to unpick and move learning on. Children work on specific targets using a shared text. GR is supported by VIPERS. GR can be done in groups, as a class or individually, based on need and context.

Shared reading

Teachers and children collaborate to unpick the text used in the teaching sequence. They look at specific features such as: author intent, what puzzles them, what they know/want to know, what they predict, etc. They rehearse 'reading as a writer' so that they can 'write as a reader'.

Interventions

When groups are identified through Accelerated Reader and/or teacher assessment, children will have the appropriate intervention to make rapid progress and fill gaps.

VIPERS

Reading comprehension is taught as a discrete skill using questions based on the structure of VIPERS – Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. These are also used with the children's own writing.

Cross curricular links and I.T.

Children are exposed to texts in all curriculum areas and skills are transferred between different subjects. IT is essential in using AR and laptops/iPads are also used to access other online reading resources.

Reading Schemes

We use a range of reading schemes that support phonics and early reading which are organised according to 'book bands'. Pupils are supported to select from this wide range of early reading texts then move onto AR texts when confident.

Impact

Children talk positively about reading; discussing texts and making recommendations.
Children will enjoy reading.
Transitions between classes/year groups are smooth and progressive.

By reading and being exposed to texts, children know more. They make links between texts and use their ever growing vocabulary, grammatical patterns and ideas in their writing.

Reading is taught progressively and children will cover National Curriculum objectives at an appropriate stage for individuals.

Attainment is measured using National statutory tests. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention.

Assessment evidence in order to assess impact

EYFSP	KS1	Years 3-5	Year 6
Reception Baseline assessment	Statutory tests: Phonics screening check and Year 2 SATS	Optional SATS and evidence gathering grids (Babcock)	Statutory test: Year 6 SATs Year 6 evidence gathering grids for moderation (Babcock)
Early Learning Goals (ELG)	Year 2 evidence gathering grids for moderation (BABCOCK)	AR assessments - quizzing and Star Reading, half termly reading assessment	AR assessments - quizzing and Star Reading, half termly reading assessment
Ongoing Phonic assessments	AR assessments - quizzing and Star Reading, half termly reading assessment	SIMs – in-house data and progress tracking	SIMs – in-house data and progress tracking
Observations of reading behaviour including through Tapestry.	SIMs – in-house data and progress tracking	Teacher assessment - observations of reading behaviour and discussion	Teacher assessment - observations of reading behaviour and discussion
Talking to pupils and parents.	Teacher assessment - observations of reading behaviour and discussion	Guided reading records Home reading records 1:1 reading records	Guided reading record sheets Home reading records 1:1 reading records
Independent and home reading records	Guided reading records Home reading records 1:1 reading records Phonics assessments/checks	Written and verbal responses to reading activities	Written and verbal responses to reading activities
Running records to assess fluency and accuracy			

EYFS

Home/School

We hold a parent meeting early in the year to explain how we teach reading at Diptford and how parents/families can support this process.

Phonics is part of the initial 'early reading workshop' and our 'Phonics for Parents' document is shared (and on our website)

A home/school book is used for parents and school to record reading and feedback. The home/school book is regularly updated to identify target areas/phonic sounds to work on at home.

In addition to phonetically decodable reading books, books for sharing are sent home for parents to read to children and to share in order to promote a love of reading.

Phonics

Children are taught phonics using Letters and Sounds, which is supported by Phonics Bug and Phonics Play resources.

We deliver daily phonics lessons. Children mostly learn together, but pre-teaching and gap filling is an integral part of phonics teaching.

Phonics resources are displayed throughout the room.

As part of literacy teaching, we use phonics in our shared reading and writing, encouraging children to apply their phonic knowledge.

Children's key word recognition is assessed and they begin to take home a number of words a week to learn with lots of games ideas to make it fun!

Teaching reading skills

When ready, children have weekly guided learning either individually or in small groups. They read decodable books in line with their phonics phases and other decodable materials. Guided reading promotes developing phonics skills, building a bank of known tricky words, book talk, understanding, and following the text to improve speed and fluency.

Reading rich environment

Continuous provision activities include reading & writing opportunities inside and outside. Children have a shared story time on a daily basis using rich and exciting books from a range of authors.

Our school library is regularly used by pupils, giving them a wider range of books.

Tricky words are displayed for reference. Phonics mats and phase words are available for table work, as well as a pictorial alphabet.

There are labels and captions throughout the classroom to support reading and developing new vocabulary.

Children's learning is led by their interests. If they bring books in from home, we share them during our story time and may use them to develop continuous provision.

Reading support / intervention – children who need it receive daily phonics interventions addressing any issues from ongoing phonics assessments. Children who need it receive additional reading opportunities with the teacher /TA which may include pre-teaching, 'mop-up', gap filling and daily quick-fire activities. Where children are not ready for guided reading, they read on a 1;1 basis with the teacher.