



Reading Strategy

2020 - 2021

**"You can find magic wherever you look.
Sit back and relax, all you need is a book!"**

Dr Seuss

Recovery Curriculum

The Recovery Curriculum is built on 3 phases, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

Phase 1 – Wellbeing focus (Autumn Term)

Baseline Assessment

Teachers identify who needs to catch up and who needs to keep up

Interventions to be targeted accordingly

Re-establish a love of reading

Plan for remote reading

Immerse pupils in texts

Teachers choose texts to fill gaps in knowledge from foundation subjects from previous year's curriculum

Additional teacher support in Year 2 phonics

Staff allocation – instant impact

Increased teaching time of reading

Clear structure for reading lesson for consistency

Whole school reading/writing opportunities

Phase 1 phonics training

Phase 2 – Catch-up Focus (Spring Term)

Whole school analysis of assessments to identify gaps

Appoint teacher (using catch-up fund) to support reading fluency predominantly in LKS2

Appoint teacher (using catch-up fund) to target individual children based on AfL

Teachers choose texts to fill gaps in knowledge from foundation subjects from previous year's curriculum or linked in to topics being taught for current year

Additional teacher support in Year 1, Year 2 and Year 3 phonics

Year 3 phonics training and catch-up

TA deployment considered to meet the needs of the pupils accessing the catch-up curriculum

Review TAs – reading intervention focus on fluency

Phase 3 – Keep up Focus (Summer Term)

Whole school analysis of assessments to identify gaps

Evaluation of the catch-up phase

Teachers choose texts to fill gaps in knowledge from foundation subjects linked in to topics being taught for current year

Additional teacher support in Year 1, Year 2 and Year 3 phonics

Fluency intervention analysed

TA deployment considered to meet the needs of the pupils accessing the catch-up curriculum

Identification of pupil's who still need to catch up

Identification of pupils who need to keep up

Reading is the foundation of our curriculum at Oxbridge Lane; teaching a child to read is the greatest gift that we can give a child in our school. Because of this, we see it as a primary purpose of our curriculum. From Early Years to Year 6, we ensure that our children not only learn skills and knowledge to enable them to read, but also to develop positive life-long attitudes towards reading.

Teaching children to 'decode' or 'read' in its most basic form is a key driver for our Early Years and Key Stage 1 curriculum. Once children can 'read', through a robust and systematic approach, the world opens up to them. It is our duty to ensure that our children are ready to embrace both the literary and wider world.

Within our broader English Curriculum planning, our intent for reading is clear:

- Credible and rich texts will be the central driver to the English curriculum – promoting a love of reading, excellent models of language, cultural broadening and confidence.
- Children become fluent and age appropriate readers across Early Years and Key Stage 1 – so that they can access and comprehend all that Key Stage 2 has to offer, gaining a vitally growing vocabulary across the key stage.
- We aim for all children to reach the expected standard in Year 1 phonics, with word reading fluency being the primary driver of the Year 1 reading curriculum – so they are ready to gain greater reading comprehension skills as their decoding secures.

Early Reading at Oxbridge Lane Primary School

At Oxbridge Lane, we expect almost all children to learn to read through clear and progressive phonics teaching.

Direct phonics is started within the first few weeks of children starting school at Oxbridge Lane; no time is wasted. The phonics teaching is intensive, following the 'Jolly Phonics' programme. The phonics progression is detailed in appendix 1.

We teach the five skills identified through the Jolly Phonic Programme as an aid to early reading at Oxbridge Lane. These skills include; learning the letter sounds, learning the letter formation, blending, segmenting and tricky words. Each phonic lesson follows the format of; Review, Teach, Practise and Apply.

At Oxbridge Lane, we recognize that reading is an innate skills – it is something that needs to be directly taught. Children do not learn by accident, or by being given books to 'read' with sounds in which they have not been taught. Our 'Jolly Phonics' reading scheme has been carefully chosen to ensure that home reading books are closely linked to the sounds that have been taught – so that children do not encounter words which they cannot decode. As children become more confident readers, carefully chosen books also include the 'Common Exception Words' which children have been taught within the phonic scheme.

To support the teaching of high quality phonic sessions, staff have attended appropriate training and are regularly updated. This firm foundation ensures strong teaching for all children in the skills needed in early reading skills to support struggling readers at all ages.

Phonics Teaching Approach

It is vital that the teaching of phonics in school is systematic and expectations are clear. Of the 26 letters and 44 phonemes, there are approximately 140 different letter combinations which children need to learn to become fluent readers. As such, the key ingredients to phonics teaching at Oxbridge Lane are:

- All children in Nursery, Reception and Year 1 will receive at least one daily phonics session. Additional sessions are taught to identified children to make accelerated progress or who have specific gaps in learning.
- As much as practicably possible, children will move through the order of sounds together: children who need extra support to catch up will be prioritised between sessions, to ensure that learning gaps do not appear, or widen over time.
- The teacher is responsible for the teaching of phonics to all children; well qualified teaching assistants support the teaching and intervention, but the teacher has responsibility for the learning of all children

- Children who did not pass the Phonic Screening Check in Year 1 will access a 'Fast Track Phonics' intervention in Year 2, as well as individual phonic teaching using Assessment for Learning (AfL) strategies. Where needed, children in KS2 will also receive phonic support appropriate to their specific needs.
- Children's growing phonic knowledge is closely assessed and tracked, away from the point of teaching, to ensure that all staff know children's strengths and areas to practise in reading. Home phonic reading books are targeted appropriately.
- Children's phonic reading ability is seamlessly linked to children's spelling abilities. The teaching of letter formation is incorporated into phonic sessions - taught alongside the teaching of the letter sounds. It is an expectation that children are taught cursive letter formation from Early Years.
- Phonics teaching includes 'common exception words' or 'tricky words' – which whilst can be decoded with higher phonic knowledge, most are phonetically irregular, so are best taught as 'sight words' – where children just 'know' the words without using phonic blending strategies.
- Phonic application and revisiting is promoted across the Early Years environment.
- Phonics prompts are displayed in classrooms – at the appropriate level – to support reading and spelling strategies.
- Staff teach the 5 skills from the Jolly Phonics Programme and this is delivered in an engaging and multi-sensory way. All staff are encouraged to teach in a creative way, but ensure that each lesson gives children opportunities to review previous learning, be taught a new sound, practise and apply.
- The application and revisiting of phonetic knowledge is promoted throughout Early Years and Year 1 in all areas of the curriculum in order giving children opportunities to apply skills in all aspects of their learning.
- Children develop speed and fluency within their reading, by being secure in phonics knowledge and the taught sight vocabulary – so that children do not lose the meaning of sentences, through struggling to decode. Children experience success when books are matched to taught phonic knowledge, instilling positive attitudes and further success. Success breeds success.
- In reception, we have ambition and expectation for our children, recognising that CVC words are not always letters e.g. 'sheet' is a CVC word: sh/ee/t. Importantly, 'saw' is not a CVC word – s/aw.
- Phonics learning is strongest when parents are true partners. As such, each child will always have home reading books to support home learning. Parents have access to both in school workshops and online support in this area. Our early home reading approach consists of:

Reception – Year 2	Book Type	Rationale
	A jolly phonics book including sounds child is confident in	Reinforcing the current learning in school as well as revisiting previously learned sounds.
	Story book	These books are to be read to children by at home adults. These books aim to develop children's love of reading, as well as support the growing vocabulary. Parents can request the school to buy books which they would like to read with their children.
	We expect all children to read at least 4 times per week at home. Children who do not read at home and are falling behind will be offered reading opportunities with adults at school. This is to be recorded in children's reading diaries.	
	All children in Reception, Year 1 and Year 2 will also be provided with the sounds and CEW that they have learned to reinforce at home.	
	Children's books are changed once a week on a Friday.	

Phonics Year Group Expectations (see also Appendix 1)

Nursery

At Oxbridge Lane, we understand the importance of the early steps of reading before the teaching of letter sounds. The end of year expectations for this reason, we ensure that children leave Nursery with a secure knowledge and understanding in Phase 1.

Reception

The end of year expectations for children's phonics ability is to be secure in Phase 3 with children accessing Phase 4 upon exiting Reception. Staff embed opportunities to play with and explore sound, and equip children with core listening and sound discrimination skills which are required for success in reading and writing as the children grow. Children who are not secure in phase 1, will be supported in this phase alongside the teaching of phase 2. The children will be able to use, understand and demonstrate the following terms:

- Phonemes
- Digraphs
- Trigraphs
- CVC Words
- Split vowel digraphs
- Capital and lower case letter

Year 1

Children are expected to begin Year 1 at Phase 4 with an end of year aspiration of completion of Phase 5. Phase 6 is also commenced in accordance with our reading and writing objectives. Our aspiration is that all children will meet the demands of the Phonic screening Check.

Year 2

Expectations are for children to enter secure at Phase 5, with an end of year expectation of completion and application of Phase 6. Due to the variety of rules and alternatives, time is spent deepening and ensuring a strong understanding of these phases. Grammar work also links to phonics which falls in the Phase 6 category.

Children that did not pass the Phonic Screening in Year 1 are given opportunities to revise the 44 phonemes through the 'Fast Track Phonics' intervention.

There are also Year 2 Common Exception Words that children need to learn to both read and spell. These are taught in spelling lessons.

KS2

Children working within Key Stage Two who need to continue to secure the knowledge of the 44 phonemes work through a bespoke phonics intervention or other reading interventions to close their attainment gap.

Progression in Fluency

In order to become fluent readers, children must master the appropriate phonic sounds detailed in the phonics overview (Appendix 1), however, in order to continue to develop as fluid readers, the following progression decoding from the National Curriculum is followed:

Reception	Year 1	Year 2
<ul style="list-style-type: none">• Children read and understand simple sentences• They use phonic knowledge to decode regular words and read them aloud accurately• They also read some common exception words• They demonstrate an understanding when talking with others about what they have read	<ul style="list-style-type: none">• Apply phonic knowledge to decode words• Speedily read all 40+ letters/groups for 40+ phonemes• Read accurately by blending taught GPC• Read common exception words• Read common suffixes	<ul style="list-style-type: none">• Secure phonic decoding until reading is fluent• Read accurately by blending, including alternative sounds for graphemes• Read multisyllable words containing these graphemes• Read common suffixes• Read exception words, noting unusual correspondences

	<ul style="list-style-type: none"> • Read multisyllable words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonically-decodable texts 	
Year 3 /4	Year 5/6	
<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. 	By Key Stage 2, children should be able to decode accurately, and be applying a growing wider English curriculum knowledge to their reading of new and challenging vocabulary – progressively with the increasing level of challenge presented in the texts which they are presented.

Reading Across the School

At Oxbridge Lane, we recognise that the teaching of 'reading' in its fullest terms, even in Early Years, must extend beyond phonics. In order for children to become successful readers in the longer term, children must develop language, comprehension, dispositions and linguistic skills that phonics alone cannot deliver.

'Real' books are at the heart of our curriculum, which is why within our school timetable, every year group enjoys accessing a range of texts throughout the curriculum. The teaching of reading is timetabled into the school day, every day and through engaging and stimulating texts, we can extend children's vocabulary and support a love of reading.

	Book Type	Rationale
Reception – Year 6	The sound a child is working on and previous sounds learned. Also including tricky word that have been taught or that a child is working on. Book at ZPD level.	Reinforcing sound/tricky word they are currently being taught. Revisiting previously learned sound/tricky words.
	3 – 5 books a day	Teachers read a number of books to their class each day. They are often linked to topics being taught. Reception – Five a day Year 1 – Four a day Year 2 to Year 6 – Three a day (Often linked to topics being taught)
	Class read at the end of the school day (more often within Reception and Year 1).	Children listen to a story from the class teacher to encourage the love of reading and broaden children's vocabulary.
We expect all children to read at least 4 times a week at home. Children who do not read at home are listened to read in school the following day and this is recorded in the child's reading record. Teachers listen to every child within their class read at least once a week. Those children reading below their age-related expectation are also targeted for extra focused reading support in school.		

Comprehension Progression and Teaching

Children will also experience explicit teaching of reading skills and knowledge throughout school, through dedicated reading sessions in key stage 1 and whole class reading sessions in key stage 2. These sessions are designed to explore texts in detail, developing children's 'VIPERS' skills. (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence/Summarise)

At Oxbridge Lane, once children can confidently read words containing the 44 phonemes, they are star tested and begin to work through books levelled according to their Zone of Proximal Development (ZPD) for reading using the

tools on Accelerated Reader. This assessment tool allows staff to intervene with support when needed and close the gaps for identified children. Staff then discuss the child's ZPD level with them and guide them towards an appropriate point on their ZPD. Staff are able to analyse the length of time that children are reading, book levels, progress within the quizzes and many other aspects.

Assessing Reading

It is vital that reading is continually assessed through school – not just when children are learning their phonic sounds. Clear phonics and comprehension overviews allows teachers and leaders to quickly identify what children should be able to do – and by when. This is key in the monitoring of reading and in the assessment of the children across the school.

At Oxbridge Lane Primary School, all children are assessed in their reading ability – looking at pupil's decoding age, comprehension ability and fluency. We achieve this through STAR testing using accelerated reading, simple comprehension tests and fluency tests. This allows teachers to target support in the correct area – whether children are struggling to read, or comprehend the texts given to them.

In Year 1, all children sit the 'Phonic Screen'. This diagnostic test allows staff to carefully assess phonic reading standards at this important point, to share with parents, but also to carry out a 'point in time' diagnostic assessment of children's knowledge, from which to build in Year 2. Achieving the expected standard does not mean that a child is secure with every sound – staff must be acutely aware of this. This is doubly important for any child not meeting the standard (or indeed 'just' meeting the standard) and transitioning in to Year 2, or Year 3.