



## **Reading at Bank End**

### **Intent**

Reading is at the very heart of our curriculum and is given the highest priority in order to ensure that all pupils, regardless of background, succeed in reading. At Bank End Primary Academy, we are passionate that every child in our school will become a competent, confident reader with an authentic love of reading. Our reading curriculum is based on extensive research, particularly the work of Ruth Miskin (Read, Write Inc) and the work of Christopher Such. Pedagogy has been developed in order to enable children to become expert readers as they move through school and into adulthood, thus providing them with improved life chances.

At Bank End Primary Academy, our children will be taught to:

- understand and apply their knowledge of phonics and spelling patterns using this to decode words with accuracy;
- build a bank of sight words to enable fluent reading;
- become fluent, confident and expressive readers who have both the skill and the will to read effectively;
- understand what they read showing a solid understanding that text carries meaning;
- compare, contrast and comment on texts read;
- understand the etymology of words and their meanings, developing a rich and varied vocabulary;
- understand the layout of texts and how to navigate different genres and text types;
- demonstrate understanding of what they have read through answering a range of different question types;
- read for information across the wider curriculum;
- read for pleasure responding to a wide range of different types of literature.



Our reading curriculum is planned to promote the cultural capital of all our children. We enhance our curriculum, especially for the most disadvantaged, by providing access to a diverse range of texts including those which promote different socio-economic backgrounds, relationships, family circumstances, disabilities, religions and cultures, and periods of history. Opportunities are planned for pupils to experience and take part in theatre productions and have guest authors and poets into school.

### **Implementation**

Reading at Bank End Primary Academy is taught through a systematic process that is centred around children becoming life-long readers.

### **Phonics from the Start**

Our children begin learning the skills for early reading from the very moment they walk through our door. In Nursery, our children are immersed in a language-rich environment, along with pre-phonics activities, in readiness for accessing the Read, Write, Inc Programme in during their first and second term. This is used alongside a carefully designed environment that allows children to explore their interests in reading and phonics and provides them with many different opportunities to practice, re-visit and consolidate their ever-growing phonic skills and knowledge.

### **There are seven aspects taught in pre phonics lessons**

1. Environmental Sounds
2. Instrumental Sounds
3. Body Percussion
4. Rhythm and Rhyme
5. Alliteration
6. Voice Sounds
7. Blending and Segmenting



All the aspects are taught through group times and total immersion in a rich language environment. We aim to do this by providing an immersive nursery experience inclusive of lots of rhymes, singing time, rhyming stories, clapping rhythms, musical instruments taught through play at every opportunity. Informal ways to explore letters: e.g. sounds of the week, phonics awareness through modelling writing, or sounding out words.

We also use short discrete group times to model a variety of activities with all 7 aspects taught during the week and use carefully chosen books every day to over learn rhyming words and voice sounds. We encourage children to join in, especially with the repetitive parts to build confidence and learn.

### **Decoding: Moving on with Phonics**

All children start formal phonics teaching and learning in Nursery in their third term of being in Nursery using the Read, Write, Inc programme. All our staff are highly trained to deliver this. It is taught daily, systematically both through whole class teaching and discrete groups.

It is important that the teaching of reading is matched to the teaching of phonics. As such, all children have a banded reading book that matches the sounds they have learnt, or are learning, in their phonics lessons.



|                           | YR children can:  | Y1 children can:  | Y2 children can:   |
|---------------------------|---|---|--|
| <b>End of Autumn 1</b>    | Read single-letter Set 1 sounds<br>(first 16)                             | Read Purple Storybooks<br><br>Read Set 2 sounds                             | Read Blue Storybooks with increasing fluency and comprehension |
| <b>End of Autumn term</b> | Read all Set 1 single-letter sounds<br><br>Blend sounds into words orally | Read Pink Storybooks<br><br>Read first 5 Set 3 sounds                       | Read Grey Storybooks   |
| <b>End of Spring 1</b>    | Blend sounds to read words<br>Read short Ditty stories                    | Read Orange Storybooks<br><br>Read 11 Set 3 sounds                          | Read Grey Storybooks with fluency and comprehension            |
| <b>End of Spring term</b> | Read Red Storybooks<br><br>Read Set 1 Special Friends                     | Read Yellow Storybooks<br><br>Read 17 Set 3 sounds                          | Access RWI Comprehension and Spelling programmes               |
| <b>End of Summer 1</b>    | Read Green Storybooks<br><br>Read 4 double consonants                     | Read Yellow Storybooks<br><br>Read 22 Set 3 sounds                          | Access RWI Comprehension and Spelling programmes               |
| <b>End of Summer term</b> | Read Green Storybooks<br><br>Read first 6 Set 2 sounds                    | Read Blue Storybooks<br><br>Read all Set 3 sounds and additional graphemes. | Access RWI Comprehension and Spelling programmes               |

### **Strategies and Aims for Early Years and Key Stage 1**


- A commitment to linking reading with writing.
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers/chronological age.
- Twice daily phonics lessons, using Read, Write Inc.
- All children not on track within Read, Write Inc. to have daily Fast Track
- Reading of texts linked to topic work where appropriate.



- Story time in which the class teacher reads short stories to the class to promote a love of reading and model fluency.
- Library visits, including the class and school library.
- World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities.
- Home reading with parents using learning with parents online reading record.



### Milo's reading log

 Read on 5 more days to reach this week's target

MON 24

TUE 25

WED 26

THU 27

FRI 28

SAT 29

SUN 30

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#### History

Week starting Monday 10 July

 Milo Example read the book **harry potter** with you and got to Page 34

for Tuesday 11 July

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Comment

Learned the word wisard

Audio recording

▶ 0:00

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## Fluency – Moving on from Phonics

Once children have completed the formal teaching and learning of phonics, children are taught to become fluent readers with increasingly growing comprehension skills. At this point, pedagogy changes to ensure pupils have a deep understanding of comprehension, knowing that the written word carries meaning. Children who are in a learning gap and are in the bottom 20% of our readers, are given significant support through daily 1:1 or 1:2 reading with an adult in order to plug their phonic gaps and build on their reading fluency. Staff reading with children on a 1:1 or 1:2 basis, use a Fluency Rubric to determine the most important objective to work on. This is important so that the session is impactful on the learner.

### FLUENCY RUBRIC



Name: \_\_\_\_\_

|                              | 1   | 2   | 3   | 4   |
|------------------------------|---|---|---|---|
| <b>Expression and Volume</b> | Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.                   | Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend. | Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend. | Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage. |
| <b>Phrasing</b>              | Reads word-by-word in a monotone voice.   | Reads in two or three word phrases, not adhering to punctuation, stress and intonation.   | Reads with a mixture of run-ons, mid-sentence pauses for breath, and some chopiness. There is reasonable stress and intonation.                         | Reads with good phrasing, adhering to punctuation, stress and intonation.   |
| <b>Smoothness</b>            | Frequently hesitates while reading, sounds out words or phrases. The reader makes multiple attempts to read the same passage. | Reads with extended pauses or hesitations. The reader has many 'rough spots'.   | Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.                                       | Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.   |
| <b>Pace</b>                  | Reads slowly and laboriously.   | Reads moderately slow.  | Reads fast and slow throughout reading.   | Reads at a conversational pace throughout the reading.  |

Scores of 10 or more indicate that the student is making good progress in fluency.

Scores below 10 indicate that the student needs additional instruction in fluency.

**Score:** \_\_\_\_\_



## **Building Fluency and Comprehension Reading Pedagogy**

These daily sessions follow a structured weekly cycle. Teachers select texts that will immerse the pupils in their next writing genre, build on their previous wider curriculum learning or go beyond the taught curriculum providing opportunities to develop cultural capital.

The purpose of this reading phase is to:

- build reading fluency with age-related texts;
- expose pupils to a wider range of vocabulary in order to understand more texts;
- teach pupils how to build situation models as they read;
- teach pupils how to make sense of the written word;
- enable pupils to fully comprehend what they read;
- equip pupils in answering written comprehension questions.

## **The Reading Diet**

### **Reception:**

| Monday                                  | Tuesday | Wednesday | Thursday | Friday |
|---|---------|-----------|----------|--------|
| Read, Write, Inc<br>30-45 minutes daily |         |           |          |        |
| Shared Reading<br>15 – 20 minutes daily |         |           |          |        |

### **Year 1:**

| Monday                                  | Tuesday | Wednesday | Thursday | Friday |
|---|---------|-----------|----------|--------|
| Read, Write, Inc<br>30-45 minutes daily |         |           |          |        |
| Shared Reading<br>15 – 20 minutes daily |         |           |          |        |

### **Year 2 - September-January:**

| Monday                                  | Tuesday | Wednesday | Thursday | Friday |
|---|---------|-----------|----------|--------|
| Read, Write, Inc<br>30-45 minutes daily |         |           |          |        |
| Shared Reading<br>15 – 20 minutes daily |         |           |          |        |



# Bank End Primary Academy

The best in everyone™

Part of United Learning



## Year 2 – January-July:

| Monday   | Tuesday                               | Wednesday                             | Thursday                              | Friday                                |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>Read, Write, Inc</b><br>30-45 minutes daily |                                       |                                       |                                       |                                       |
| <b>Fluency Practice</b><br>30 minutes          | <b>Extended Reading</b><br>30 minutes | <b>Fluency Practice</b><br>30 minutes | <b>Extended Reading</b><br>30 minutes | <b>Fluency Practice</b><br>30 minutes |
| <b>Shared Reading</b><br>15 – 20 minutes daily |                                       |                                       |                                       |                                       |

## Year 3

| Monday  | Tuesday                               | Wednesday                             | Thursday                              | Friday                             |
|---|---------------------------------------|---------------------------------------|---------------------------------------|------------------------------------|
| <b>Vocabulary Instruction (345 words and Etymology)</b><br>10 minutes daily |                                       |                                       |                                       |                                    |
| <b>Fluency Practice</b><br>30 minutes                                       | <b>Extended Reading</b><br>30 minutes | <b>Fluency Practice</b><br>30 minutes | <b>Extended Reading</b><br>30 minutes | <b>Close Reading</b><br>30 minutes |
| <b>Shared Reading</b><br>15 – 20 minutes daily                              |                                       |                                       |                                       |                                    |

## Year 4

| Monday  | Tuesday                               | Wednesday                             | Thursday                              | Friday                             |
|---|---------------------------------------|---------------------------------------|---------------------------------------|------------------------------------|
| <b>Vocabulary Instruction (345 words and Etymology)</b><br>10 minutes daily |                                       |                                       |                                       |                                    |
| <b>Fluency Practice</b><br>30 minutes                                       | <b>Extended Reading</b><br>30 minutes | <b>Fluency Practice</b><br>30 minutes | <b>Extended Reading</b><br>30 minutes | <b>Close Reading</b><br>30 minutes |
| <b>Shared Reading</b><br>15 – 20 minutes daily                              |                                       |                                       |                                       |                                    |





## Year 5

| Monday   | Tuesday                     | Wednesday                      | Thursday                       | Friday                      |
|--|-----------------------------|--------------------------------|--------------------------------|-----------------------------|
| Vocabulary Instruction (345 words and Etymology)<br>10 minutes daily |                             |                                |                                |                             |
| Extended Reading<br>30 minutes                                       | Close Reading<br>30 minutes | Fluency Practice<br>30 minutes | Extended Reading<br>30 minutes | Close Reading<br>30 minutes |
| Shared Reading<br>15 – 20 minutes daily                              |                             |                                |                                |                             |

## Year 6

| Monday   | Tuesday                     | Wednesday                      | Thursday                    | Friday                         |
|--|-----------------------------|--------------------------------|-----------------------------|--------------------------------|
| Vocabulary Instruction (345 words and Etymology)<br>10 minutes daily |                             |                                |                             |                                |
| Extended Reading<br>30 minutes                                       | Close Reading<br>30 minutes | Extended Reading<br>30 minutes | Close Reading<br>30 minutes | Extended Reading<br>30 minutes |
| Shared Reading<br>15 – 20 minutes daily                              |                             |                                |                             |                                |

**Fluency Practice:** a form of reading lesson involving repeated oral reading of a relatively short text and conscious attempts to read with greater fluency each time.

**Extended Reading:** a form of reading lesson involving discussion in which the majority of the lesson is spent reading.

**Close Reading:** a form of reading lesson that involves thoroughly analysing a text, often reading it repeatedly and looking at different aspects with each read.

**Shared Reading:** a form of reading lesson in which a text is read aloud to children with the central aim being enjoyment and the development of listening comprehension.



### **Assessment of Reading:**

Formative and summative assessments are used to inform the planning and teaching of reading.

#### **Formative:**

Through discussions and the use of written answers, we formatively assess the children's understanding of texts read.

Fluency rubric grids are used to inform next steps and indicate progress through the reading book bands.

#### **Summative:**

Year 2 and 6 SATs and termly PIRA assessments from Years Reception to Year 6 are used. These are analysed using MARK online and gaps are addressed in future teaching and planned interventions.

### **Impact**

As we passionately believe that reading is the key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

Through the teaching of systematic phonics and reading skills, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum and into Key Stage 3, 4 and beyond.

A Year 6 reader leaving Bank End Primary Academy, transitioning into secondary school, will be a fluent, confident and able reader who can use their reading skills to unlock learning across all areas of the curriculum as well as accessing a wide range of texts for pleasure and enjoyment.