



Reading at Egginton Primary School

Reading is central to our pupils' learning experience at Egginton and is a key component to ensure they will fulfil our overall aim 'to be all that they can be'. It has a high profile within our creative curriculum and reading successes are valued and celebrated throughout the school. As a result of our approach, our pupils will develop a lifelong love of reading and books and will be confident at applying their reading skills across the curriculum.

Provision and Approach

We teach and embed reading skills by following a coherent but also broad range of strategies and approaches. As pupils move through the school from class to class they build on prior learning and are supported challenged appropriately to ensure a clear progression of skills.

The information below provides an overview of approach to reading in each class:

Reception and Key Stage 1

We recognise the importance of following a systematic, synthetic phonics programme to embed the crucial decoding skills needed to be a successful reader. Our Reception and Key Stage 1 pupils benefit from a daily phonics teaching session that is carefully tailored ensure they progress as early readers. The phonics programme we follow is entitled 'Phonics Bug' and this is a dedicated strand of 'Bug Club Phonics'. 'Bug Club Phonics' was revalidated as an approved phonics programme by the DfE in July 2021.

At this early phase of the school, we use Phonics Bug to teach reading and develop the skills needed for writing. We link what we learn during these phonic sessions and use these skills to read and write across the curriculum.

We supplement our phonics reading scheme with a selection of colour banded books from other schemes and sources. We believe that this gives the children opportunity to engage with a wide range of texts and develop a lifelong love of reading.

As pupils progress through Key Stage 1 and their decoding skills become more secure, we begin to implement a wider range of focused comprehension tasks to further develop text retrieval skills and inference and deduction skills. These skills are taught through guided reading sessions and pupils are also given a wide range of opportunities to put their reading skills into practise across the curriculum.

Lower Key Stage 2

In lower key stage 2 our pupils continue to develop their reading skills through exploring opportunities to read a wider variety of more challenging texts during dedicated English lessons and Guided Reading sessions.

The vast majority of pupils are secure in their phonics decoding skills at this stage and the main focus of guided reading sessions is to develop text retrieval skills and inference and deduction skills.

Once pupils have moved beyond 'Silver' in the book band scheme they are designated as a 'Free Reader' thus enabling them to choose from a wider variety of books to enjoy and apply there reading skills. Class teachers carefully monitor the level of challenge that children are choosing when



they become a 'Free Reader' and will direct them to books of an appropriate level of challenge where necessary to enable them to progress. By the end of Lower Key Stage 2, the vast majority of our pupils are designated 'Free readers'.

We are aware that some children may not be as secure in their phonics skills as others when they enter Key Stage 2. For these children they receive dedicated phonics intervention sessions with a class teacher or teaching assistant to address any gaps in their phonics knowledge and enable them to progress.

Pupils have opportunities to widely apply their reading skills across the curriculum in Lower Key Stage 2 and this includes in ICT based researched projects, historical enquiries and solving complex mathematical word problems.

Upper Key Stage 2

By the time our pupils reach Upper Key Stage 2, the vast majority of them are already confident, independent readers and they enjoy reading extensive texts for sustained periods of time. Our pupils are exposed to an even wider variety of text types during English lessons and guided reading sessions and they are taught more advanced comprehension skills such as analysis of the author's use of language and the comparison of language in text types from different eras and cultural contexts.

Reading Expectations at Home

Pupils are provided with a reading book to take home and read to their Parents and Carers from early on in Reception. The books that are sent home are closely matched to the Phonics stage the pupil is at and are from the Phonics Bug programme. In addition to this, pupils are also sent home with another book from the nationally recognised book band system to share with the parents and carers and further enhance their enjoyment of reading, although we recognise that not all of the words in this additional book will yet be decodable to the pupil. The Class Teacher decides when the pupil is ready to move on to the next level of Phonics Bug reading book and book band reading book.

In Reception and Key Stage 1, it is expected that pupils read to an adult at least 3 times a week for a 10 to 15-minute period. Parents and Carers are encouraged to record any comments about their child's reading in their child's 'Reading Diary' which is viewed regularly by the class teacher and teaching assistant.

This expectation is continued in Lower Key Stage 2 but pupils are expected to read for a longer period of time (15 to 20 minutes).

In Upper Key Stage 2 pupils are expected to read either independently or to an adult at home for sustained periods of time (20 minutes or more). They are encouraged to discuss the content of the text with adults even if they do not expressly read all of the text to them. Upper Key Stage 2 pupils are encouraged to independently record in their 'Reading Diaries' but also to invite parents to comment where possible.

Reading Enrichment at Egginton

We regularly celebrate reading at Egginton with a variety of themed days and whole school text-based projects.

Reading celebration days include Roald Dahl Day, National Poetry Day and World Book Day. These are fantastic days that create a real 'buzz' about reading!



Whole school text based projects have included 'Journey' and 'Quest' by Aaron Becker and 'The Tin Forest' by Helen Ward. The text based projects are cross-curricular in nature and our pupils are inspired as they are given opportunities to view work from pupils across the school on the same text but with different types of challenges.

Assessment

Teachers use a variety of methods to formatively assess pupils and identify next steps to ensure progress. This may be in targeted Guided Reading sessions through targeted questioning, observation of the application of a pupil's reading skills foundation subject areas such as Geography or ICT or within sequenced units of English work where the main lesson objective and outcomes relate explicitly to the National Curriculum reading expectations.

Each term, pupils will complete summative reading assessments in the form of a standardised test. The teacher will use the result from the standardised assessment as evidence to help inform their overall teacher assessment for the pupil concerned in relation to the age expected standard.

SEND pupils

We are proud of our inclusive approach at Egginton and we will always strive to ensure our personalised approach towards the teaching of Reading meets the needs of our pupils.

Additional support and interventions are provided for pupils that are reading at a lower than expected standard for their age or if their progress rate has fallen.

Pupils that may have a specific learning difficulty that provides a barrier to their progress in reading are monitored closely. Advice and recommendations from external agencies or sought by the SENCo and personalised approaches are adapted to ensure support is given and next steps in progress are made.

This statement was drawn up in September 2021 by the English Subject Leader in consultation with the Class Teachers.