

MANCHESTER COMMUNICATION PRIMARY ACADEMY

INTENT AND SEQUENCING

Reading Page Profile

Curriculum



Intent

At MCPA, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts.

It is our intention to immerse pupils in the wonders of quality texts (from a range of authors and across the curriculum) to instil a love for reading, a passion for discovery and a confidence to explore their imagination throughout Book-Led curriculum. We want to inspire children to be confident in the art of speaking, listening and discussion and be secure in their knowledge of reading, using this all to support them in their writing.

Implementation

At MCPA we use a systematic synthetic approach to teaching phonics through the Read Write Inc programme - a programme that creates fluent readers, confident speakers and willing writers by the end of Key Stage 1.

Children begin phonics in Nursery which focuses on growing children's vocabulary through role-play, discussion, building sentences and using productive questioning. It places huge emphasis on developing children's love of reading through enticing story and poetry times. By the last term of Nursery, children participate in 15 min speed sound sessions, where children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple word blending books. This gives them a flying start before going into the Reception class.

In Reception children will continue where they left off from nursery and new starters will be assessed. Children in groups A and B will participate in 20 minute speed sound sessions. Once children move in to Group C (when children are confident with all set 1 sounds and are now orally blending) the sessions will increase to 30 minutes. Once children are on Red ditty books phonics is taught daily for 40 mins. In reception and Year 1 children are grouped based on ability to ensure that they make rapid progress in accuracy and fluency of reading. Children are assessed at the end of each half term to ensure accurate groupings and to make sure that children making slower progress are identified. Children below the expected level of reading for their age will have daily 10-minute 1:1 phonics with a member of staff. In the Early Years and Year 1, phonics is embedded in to the environment, giving children the opportunity to apply their phonics skills during independent learning time. RWI home readers are sent home weekly to match the child's reading ability. They also take home a red word bookmarks which links to their reading ability to support their development of reading red words. Children will continue on the RWI phonics programme until they are confident and fluent readers, most children are off the programme at the end of Year 1.

In year 2, some children will continue to access the Read Write Inc phonics (if they did not pass the phonics screening assessment). These children will be assessed half-termly and be moved off the programme when they are ready to. Once children have completed the Read Write Inc phonics, they then move onto the Read Write Inc Reading Comprehension modules that are delivered at the start of each day from 9.00-9.40am. This is a continuous opportunity for pupils to practise with texts of varied genres that are graded according to their reading ability.

This is a 14 week scheme of work which includes a teacher handbook consisting on lesson plans and 14 module books for the children to work through. Each module consists of 3 sections: literal, reorganisation and inferential comprehension questions. This provides a smooth transition from Read Write Inc phonics to maintain momentum and pupil progress.

Key Stage 2 children have a whole class guided reading session daily lasting around 40 minutes. This is based around their current topic and links closely to the text that they are studying. During the course of the week, children have the opportunity to listen to an adult read, take part in independent and paired reading, practise fluency skills, analyse texts closely and complete extended reads. Throughout the week, children practise skills such as inference, retrieval, explanation, comparison, sequencing, summarising and predicting. They are able to explicitly identify and discuss vocabulary choices to develop comprehension and fluency.

We expose our children to a wide range of texts and genres which means that they are able to read for a range of purposes and expand their interests and passions. The skills that our children learn from EYFS to Year 6 are carefully mapped out, to ensure clear progression; these are in line with current National Curriculum expectations.

We focus on different strands of reading in both word reading and comprehension. In comprehension, we begin with retrieval, explanation and comparison. In EYFS, re-reading books to build confidence and understanding; progressing to discussing, comparing and evaluating in depth across a wide range of genres in Year 6. We begin in Year 1 by making simple inferences about texts such as what has happened, and progress to comparing and analysing different accounts of the same event. From Year 3 upwards, there is a focus on developing a knowledge of root words, prefixes and suffixes and their relationship in texts when reading aloud which allows us to develop our fluency.

Whilst teaching different strands of reading, we use whole class focuses daily. This follows the RWI Phonics program nicely as the structure is similar. We use whole class texts but focus on different parts each day. Fluency practice is practised at least once per week, and is the opportunity for children to develop their fluency through re-reading texts, listening to others read and being encouraged to take note of intonation. Close reading is focusing on a particular part of the text or extract and examining more closely, this could be discussing language choices or making inferences about a character's intentions. Finally, we do extended reading which is looking at a longer piece of text and practising our key reading strands. Both close and extended reading are taught through a combination of adult reading, pair reading and independent reading.

Throughout the year, we choose texts to ensure that we cover a range of genres and topics. In Early Years, we use picture book classics such as *The Gruffalo*, and traditional tales such as *The Three Little Pigs* and study poetry and non-fiction texts. When we enter Key Stage 1, we study texts by the same author, look at recounts and non-fiction articles about historical events and read adventure fiction. In Key Stage 2, we study historical texts, enjoy mysteries and delve into the world of plays.

Reading for pleasure is integrated through the provision so that children always have access to books in addition to their English and phonics lessons. Children also take part in Take 10 each day, whether they either read independently or an adult models reading to them, to promote the love for reading. Where possible, we encourage classes to have a shared read at the end of the day, not only is this a wonderful reading opportunity but also develops the relationships in class and gives children a chance to wind down before the end of the day. All children are listened to read on a half termly basis (by their class teacher) and additional weekly support is given by LSAs. This is monitored closely to track progress.

Children are assessed on a termly basis in reading using online PIRA assessments. We use this to track the reading age of children and identify any gaps. Reading ages inform reading book bands and identify any interventions required.

Interventions are delivered through RWI 1:1 Phonics Tutoring, RWI Fresh Start Programme (Year 3-6) and Shine.

Shine is a programme developed by Mark Assessments that improves reading skills and comprehension identified as gaps by the assessment.

Fresh start is a programme used to support phonics and decoding in children in KS2 who still require additional support and can be used as a follow up intervention following the Year 2 RWI comprehensions.

In addition to the above, we have:

- Knowledge Organisers in Topic, RE and Science, to support with vocabulary.
- Staff have access to half termly Read Write Inc phonics training sessions.
- Staff have access to half termly sessions to support the planning of reading.
- The Toe by Toe package is used to support SEND children.
- We hold Reading parent breakfasts which provides parents with an opportunity to see how reading is taught in relation to their child's year group. Useful handouts and resources are provided either at these meetings or uploaded onto Class dojo pages for parents/ carers to access.
- The Scholastic book fair visits every year.
- We celebrate World Book Day as a whole school with a week of reading linked events.
- Trips to the local library are planned.
- We have weekly access to the library at MCA.

Impact

Phonics screening data will show an improvement each year.

2017-2018 – 84% (in line with national)

2018-2019 – 86% (above national which was 84%)

2019 – 2020 – predicted 88% (Covid-19 year)

2020-2021 –

We use fluency assessments to assess fluency at least once per term.

Every term, progress data in reading is assessed to ensure a good rate of progress across the school.

Research

Roshenshine Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.

Education Endowment Fund - Improving Literacy in KS1 - Effectively implement a systematic phonics programme

Ruth Miskin – Read Write Inc