
READING



PORTSWOOD PRIMARY SCHOOL

KEY INFORMATION

Reading INTENT



At Portswood Primary School, we strive to ensure that children become **enthusiastic** and **motivated** readers. We aim to develop children's **confidence** in reading and for children to have the skills to **decode** words in order to be able to read **easily, fluently** and with **understanding**.

We want children to have access to an English curriculum that is both **challenging** and **enjoyable**. Children at Portswood Primary School develop **word reading, decoding skills** and **comprehension strategies** in order to become **fluent readers**. We aim to provide our children with a variety of **high-quality** reading materials and **opportunities**, giving children a choice of **challenging** and **enriching** texts which will enable them to develop as **lifelong readers**.

We strive to ensure that all children are acquiring a **wide vocabulary** and developing their **confidence** and **independence** as readers. We encourage a **love of literature** and a widespread **enjoyment** of reading for information and for pleasure.

Reading

INTENT – Curriculum content



What is taught, and the order that it is taught, is set out in the ***National Curriculum programme of study***.

This is reflected in the school's Long Term Planning (LTP) and in greater detail in the school's Medium Term Planning (MTP). ***LTP*** has been ***devised*** by ***Phase Leaders***, with the support of ***Curriculum leads***, and is ***reviewed annually***.

Adaptations to teaching content are ***made*** at the ***Short Term Planning (STP) stage*** based on on-going ***formative teacher assessment*** information.

STP and coverage are ***supported by non-negotiables*** for reading, which highlight 'what should a pupil in year x be learning in their word reading and comprehension?'.
These non negotiables also highlight ***what has previously been learned*** and allow to identify ***where learning*** will be ***taken next***.

Curriculum content is also supported by ***key milestone targets***, drawn up by teachers. 'What do I want to receive pupils being able to do?' These are reviewed annually and ***ensure*** that ***key skills*** at each point of learning are ***addressed***.

Reading IMPLEMENTATION

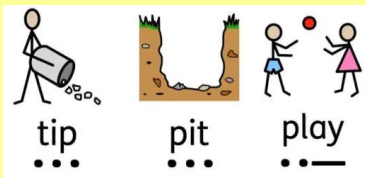


Reading is taught each day at Portswood Primary School.



This curriculum is delivered through:

- A validated systematic synthetic phonics scheme
- Home reading
- Reading across the curriculum
- Regular opportunities for independent reading
- Hearing quality texts read aloud.

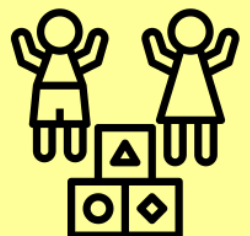


All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

In Early Years and Key Stage 1, children are taught phonics daily and read to an adult at three times a week.

In the Early Years stage, reading should be a part of daily learning tasks.

This may be through Discovery Time, Star Jobs or as part of outdoor learning.



Reading IMPLEMENTATION



What we teach is derived from the National Curriculum Programme of Study, supported by a clear skills and knowledge progression.

This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

At Portswood Primary, our reading curriculum links closely with our writing curriculum; we use a text-based approach that enables us to create opportunities for reading, discussion and writing within English and reading lessons.

Can we add a table of the studied texts that are in place in each year group?

We encourage reading for pleasure through children having a choice of challenging and enriching texts as well as building in time for children to read independently and as part of a whole class.

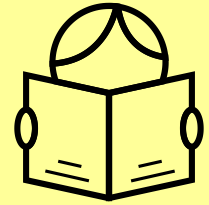
How is reading for pleasure encouraged? Can we get some examples of library use? Reading challenges? How is it rewarded at whole school level? Book Fair...

Reading IMPLEMENTATION



The programmes of study for reading at Key Stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)



At Portswood Primary School our teaching focuses on developing pupils' competence in both dimensions.

Reading is prioritised at Portswood Primary School to ensure that pupils can fully access the wider curriculum.

Word Reading

Skilled word reading involves:
working out of the pronunciation of unfamiliar printed words (decoding)



speedy recognition of familiar printed words.



Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.



This is why phonics is emphasised in the early teaching of reading to children when they start school.



Reading IMPLEMENTATION



Comprehension

Comprehension skills for children at Portswood Primary develop through:

experience of high-quality discussion with teachers, peers and parents



reading and discussing a range of stories, poems and non-fiction texts.

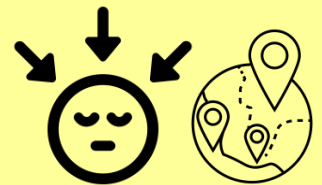


All pupils are encouraged to read widely across both fiction and non-fiction texts.



This will allow them to develop:

a knowledge of themselves and the world they live in



an appreciation and love of reading



knowledge across the curriculum.



Reading feeds pupil imagination and opens up a world of wonder for curious young minds.

Reading IMPLEMENTATION - Phonics



Phonics at Portswood Primary School is taught using the Systematic Synthetic Phonics Programme, Little Wandle Letters and Sounds Revised.

Little Wandle Foundations is a pre-phonics programme to develop the foundations for reading within Nursery. Little Wandle Foundations supports the children to develop phonological awareness, love stories and rhymes, and increase their vocabulary. Phonological awareness is developed through the teaching of rhyme, alliteration, syllables, initial sounds and oral blending.

Little Wandle is delivered in Year R and Year 1 by following the programme progression overview. Children are taught the graphemes and their corresponding phonemes and tricky words in the order set out in the programme.

Year R children will be taught Phase 2 and 3 graphemes, short and long vowel graphemes with adjacent consonants, words ending in suffixes and compound words. Year 1 children will be taught Phase 5 graphemes.

[The Year R and Year 1 overview](#)

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



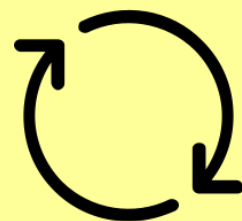
Reading IMPLEMENTATION - Phonics



Phonics is taught everyday in direct daily phonic sessions focusing on the phonic sounds aligned to the progression overview and following the Little Wandle plans. Children have the opportunity to revisit previous learning, practise and apply new skills in structured way and consistent approach.



Pupils are taught to review previously taught phonemes through the use of flashcards. The children will review previous words from their learning containing taught phonemes and previous tricky words.



The new phoneme is introduced with the flashcard and through teacher modelling of accurate pronunciation. The children have an opportunity to practice this in isolation before applying the new phoneme when oral blending and reading new words containing the phoneme.



After applying their new learning to reading words, the children are supported with furthering this to read a sentence containing previous phonemes, tricky words and the focus phoneme of the lesson. Within the daily lesson, the children are encouraged to use their segmenting fingers to support with sounding out the word containing the new phoneme.



Reading IMPLEMENTATION - Phonics



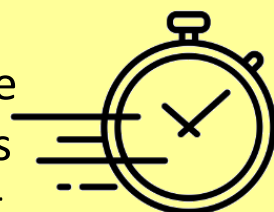
All children in Year R and Key Stage One participates in guided reading three times a week, with a different focus for each session. The adult will use the tap in and tap out approach in order to hear every child read.



Children are carefully matched to an appropriate decodable book for their phonics learning. This book is decided by the class teacher through assessments carried out during the phonic lessons and half termly assessments. The children will take their book home and keep for the week with the expectation of reading three times a week at home.



Children are expected to have 90% accuracy when reading to ensure they are on an appropriate phase and book. When children develop from the phonics scheme, they are assessed on their pace of reading.



Reading IMPLEMENTATION - Phonics



The first guided reading session focuses on decoding. The children will review flashcards of the phonemes contained in the book, along with some focus words and tricky words. This provides an opportunity to discuss the meaning of unfamiliar vocabulary. After the review, the children will read the book aloud to an adult who will tap in and tap out.



The second guided reading session focuses on prosody. The adult will use the children's book to teach prosody. This is through modelling reading at an appropriate pace, reacting to punctuation, and using expression. The children will read the book aloud practicing these skills to an adult who will tap in and tap out.



The third guided reading session focuses on comprehension. The adult will model how to use the text to support answering comprehension questions. The children are given another opportunity to read their book with prosody and will answer questions demonstrating their understanding.



Reading IMPLEMENTATION - Phonics



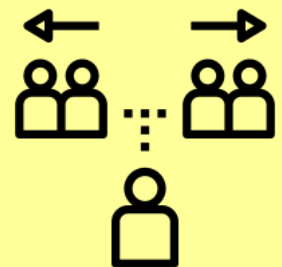
Little Wandle Letters and Sounds Revised phonics scheme and reading sessions support the school's aim for all pupils to become confident and fluent readers.



Children's progress in phonics is reviewed through half-termly phonic assessments and evidence from their reading. Through these, teachers identify the phonemes and tricky words that require greater focus.



Targeted support for pupils will be put in place at the earliest opportunity. Children who require additional support to help retain phonemes or support with blending will receive keep-up sessions delivered by a trained member of staff.



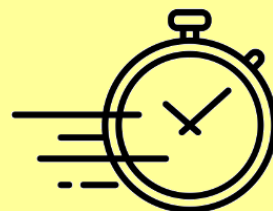
Reading IMPLEMENTATION - Phonics



Children in Year 2 or Key Stage Two who require phonics to support their reading will participate in the Little Wandle Rapid Catch-up programme.



This programme mirrors the main Little Wandle phonics programme but at a quicker pace to support closing the gap.



Children are assessed every 4 weeks to identify any graphemes the children are not secure with retaining. This also allows for additional interventions to be put into place.



Any child who is receiving the Rapid Catch-up programme will be reading a Little Wandle 7+ phonic book.





IMPLEMENTATION – Key Milestones - EYFS

Nursery

Adults read and discuss stories to children on a daily basis. In Nursery, children are taught Little Wandle Foundations. This has a focus on listening to the sounds around them and oral blending. Children's language abilities are developed through:

- Learning to listen attentively
- Enlarging their vocabulary
- Speaking confidently to adults and other children
- Discriminating between different phonemes
- Reproducing audibly the phonemes they hear
- Using sound-talk to segment words into phonemes
- Listening and joining in with nursery rhymes

Reception

In Reception Year R pupils at Portswood Primary School are taught Phase 2, Phase 3 and Phase 4 phonics in a whole class setting.

By the end of the year, a child is expected to be able to read, with increasing fluency, from books that contain Phase 3 phonic words.



IMPLEMENTATION – Key Milestones – KS1

Year One

In Year 1, pupils at Portswood Primary School Phase 5 phonics. All phonic phases, including those taught in Year R, are revisited and reinforced within daily teaching and pupils take part in the Phonic Screening Check.

Pupils should be able to read the Year 1 common exception words (tricky words), and by the end of the year, a child is expected to be able to read, with increasing fluency, from books that contain Phase 5 phonic words.

Year Two

In Year 2 pupils at Portswood Primary School review Phase 5 phonics. When the pupils are secure, they will begin the Little Wandle spelling aspect of the scheme. During guided reading, greater emphasis is given to developing pupils' ability to read with increased fluency and to develop the skills of comprehension based on what they have read. Part of this fluency will include pupils being able to read the Year 2 common exception words.

By the end of the year, a child is expected to be able to read, with increasing fluency, from the Little Wandle Fluency books.



IMPLEMENTATION – Key Milestones – LKS2

Lower Key Stage Two

By the beginning of Key Stage 2, children at Portswood Primary School should be able to read books written at an age-appropriate interest level. They are taught to do so accurately and at a speed that is sufficient for them to focus on understanding what they have read, rather than on decoding individual words.

As children's decoding skills become increasingly secure, teaching is directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

Children develop their understanding and enjoyment of stories, poetry, plays and non-fiction texts, and learn to read silently. Children also develop their knowledge and skills in reading non-fiction texts about a wide range of subjects. They also begin to learn to justify their views about what they have read and become increasingly independent in doing so.



IMPLEMENTATION – Key Milestones – UKS2

Upper Key Stage Two

At the beginning of Upper Key Stage 2, pupils at Portswood Primary School are taught to read aloud a wide range of books written at an age-appropriate level with accuracy and at a reasonable pace. They should be able to read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. Children should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During Upper Key Stage 2, teachers continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, supports their increasing fluency as readers and their comprehension.

By the end of Year 6, pupils' reading should be sufficiently fluent for them to manage the curriculum in Year 7, across all subjects.

IMPLEMENTATION

Home-School reading



At Portswood Primary School we are committed to establishing a partnership with parents to help develop a love of reading that goes beyond the school day. This is achieved through a number of different ways, including-

- Reading records to enable communication between home and school;
- Videos created by teachers and uploaded to YouTube which demonstrate to parents how to read more effectively with children at home;
- Reading challenges to develop a love of reading across a range of genres;
- Access to the school library.

Reading IMPLEMENTATION – Assessment



To ensure that teaching of reading is effective, the school monitors using the following approaches:

- A reading focus during school teaching and learning reviews. These are completed at whole school and phase level and the wider Multi Academy Trust.
 - Coaching for teaching and support staff as part of ongoing CPD. This can be provided to develop subject knowledge and teaching and learning strategies. This utilises the expert knowledge found within the our school staff.
 - **Yearly moderation activity** as part of continuous CPD.
 - Assessment of reading in the EYFS in line with the Early Learning Goals and Development Matters.
 - Assessment of phonics via the phonics screening check at the end of Year 1.
 - Half termly Little Wandle assessments for children receiving phonics teaching.
 - **Fluency assessments**
 - Termly standardised assessment in Y2-Y6. The outcomes of these assessments tasks form part of the school's pupil progress program. These are used to inform pupil attainment and progress. Additional intervention and curriculum requirements are
- 01 prioritised as part of this program.

Reading

Impact – quality of teaching



Reviews of Teaching and Learning in 2019-20 made the following observations about reading:

Early Years

The expert teaching of phonics means key basics are being learned. Communication and language are developed through songs, nursery rhymes and playing games. Children play, explore and are active in their learning.

Phonics is taught systematically. Key sounds have already been learned and are recapped daily meaning the vast majority of children remember them. New sounds are taught through high repetition and active learning. Phonics teaching is providing a strong basis for reading. Phonics and reading are constantly embedded throughout the day.

Direct teaching is clear and precise and is reinforced by independent application which includes differentiated activities which meet the needs of different abilities. More able pupils are already writing CVC words confidently. Phonics is effectively linked to literacy lessons.

A range of activities and resources are used to develop learning meaning some pupils can write independently. Adults model language constantly alongside, reinforcing the characteristics of learning.

Reading

Impact – quality of teaching



Reviews of Teaching and Learning in 2019-20 made the following observations about reading:

Key Stage One

Teachers prioritise reading because it is a foundation for the whole school. The teaching of phonics is strong and leads to pupils attaining well in national screening and use their phonics skills in their reading. Correct pronunciation is insisted upon, sound buttons are available to support children and misconceptions are picked up on.

In Year 1, consistent whole class teaching ensures almost all pupils pass the phonics screening. Pupils are active in their learning and apply sounds in their writing.

Consistent Year 2 teaching of phonics means children build upon their strong foundations from Year 1. This includes SEND children who benefit from working in a group well led by a teacher. Systems are in place for the children in Year 2 who did not pass the screening to ensure they are supported to catch up in their phonics knowledge by the end of the key stage.

Teachers make sure books are matched to the appropriate level. Books are categorised correctly in phases to ensure pupils have correctly matched reading books to the phase they are learning.

Reading

Impact – quality of teaching



Reviews of Teaching and Learning in 2019-20 made the following observations about reading:

Key Stage Two

Reading standards are high and build upon the strong phonics base from KS1. A love of reading is being fostered daily with expectations that pupils read regularly at home. This has led to enthusiastic and motivated readers.

The use of real-life context and the link to a novel study with a clear purpose and audience leads to strong outcomes.

Core literacy skills are given high priority in the phase. Data is used well to inform actions including the focus on reading.

Readers are fluent and confident and a culture of reading is embedded with all pupils expected to read daily.

Pupils are immersed in a language rich environment. Teacher modelling is of a high standard and leads to pupils achieving high quality outcomes. High quality texts support learning with previous knowledge built upon. A high emphasis is placed upon vocabulary since over half of pupils are EAL learners.

Reading Impact – Pupil Outcomes



Early Years Foundation Stage: 2018-19

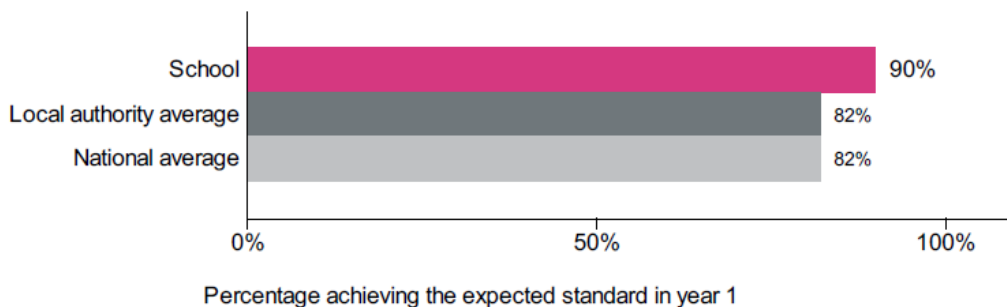
Percentage of pupils achieving at least the expected level in each of the learning goals

Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	FSM	Non-FSM	SEN EHCP	SEN support	No SEN
Literacy	Reading	School %	85	81	89	67	87	100	40	89
	Reading	National %	77	72	82	79	79	77	77	81

Key Stage One: 2018-19

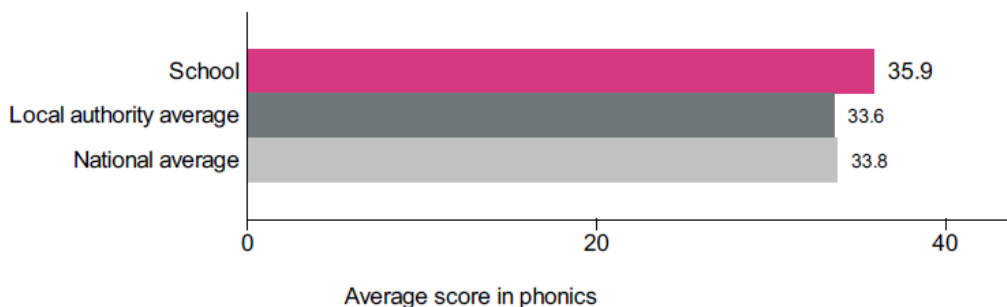
Percentage achieving the expected standard in phonics

Number of pupils = 59



Phonics average score

Number of pupils = 59



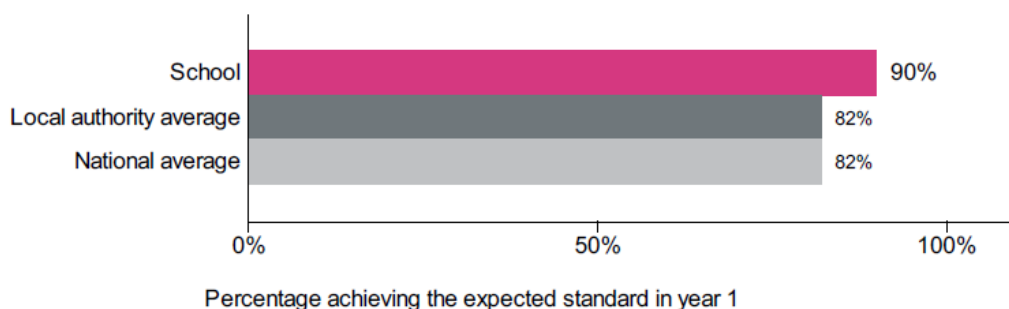
Reading Impact – Pupil Outcomes



Key Stage One:
2018-19

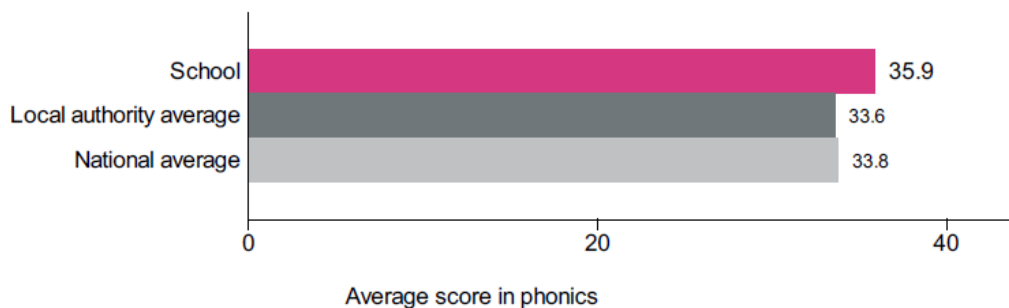
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Phonics average score

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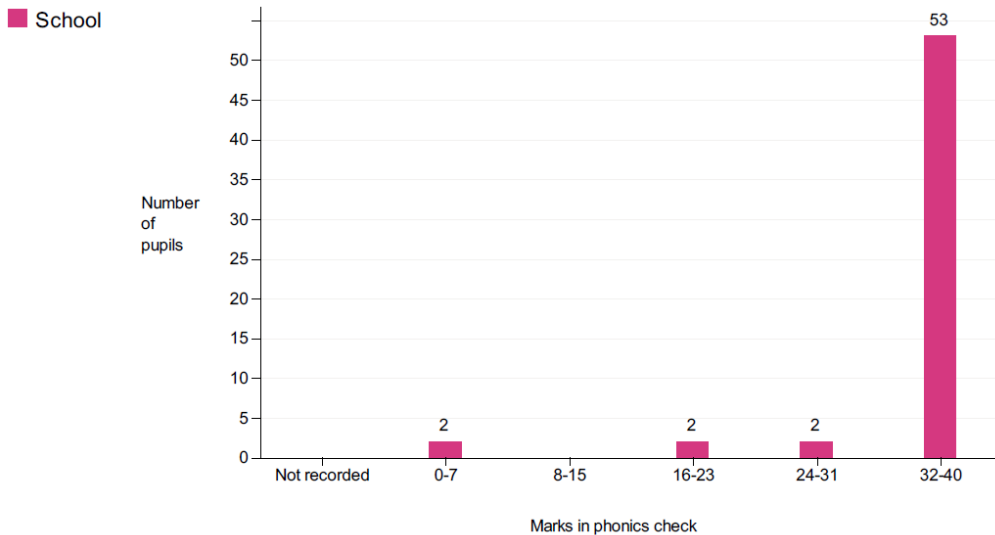
Reading Impact – Pupil Outcomes



Key Stage One:
2018-19

Attainment in phonics by mark

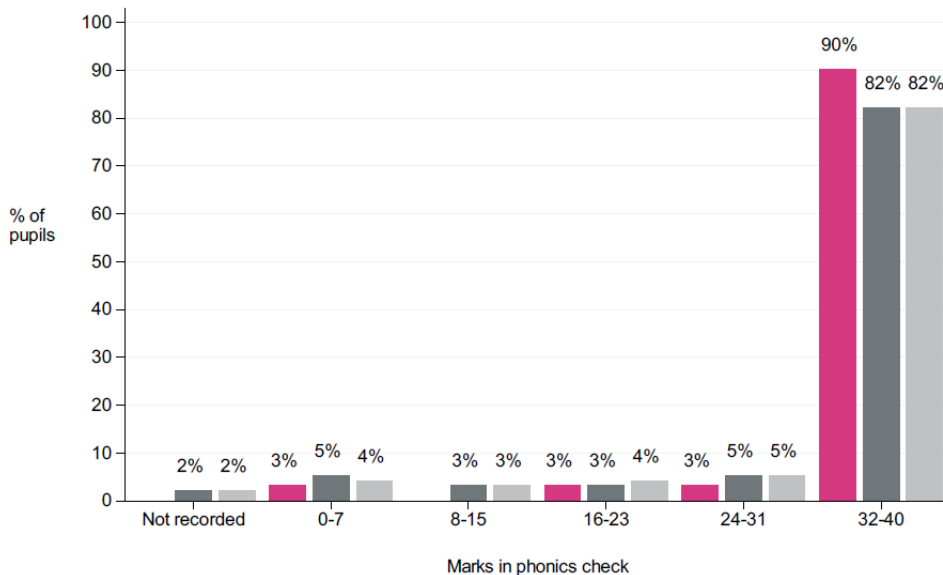
Number of pupils = 59



Attainment in phonics by %

Number of pupils = 59

■ School
 ■ Local authority (Southampton)
 ■ National



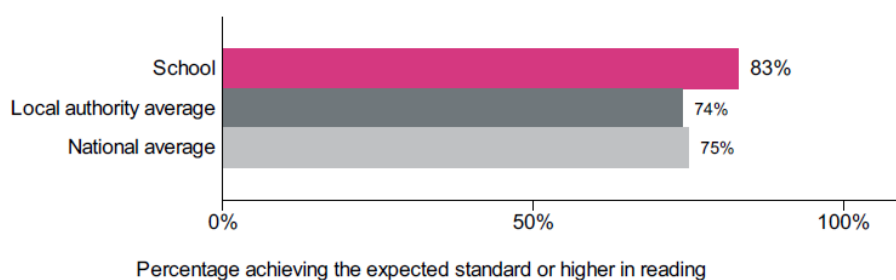
Reading Impact – Pupil Outcomes



Key Stage One:
2018-19

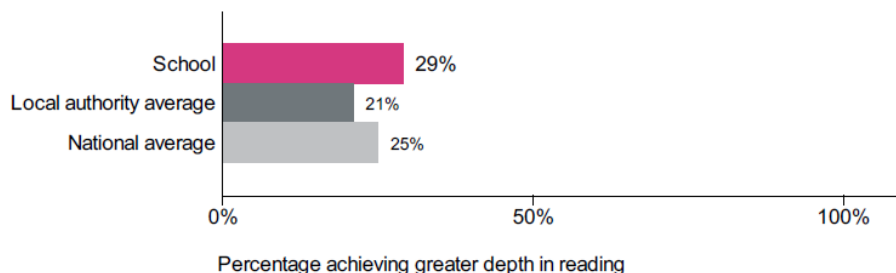
Percentage achieving the expected standard or higher in reading

Number of pupils = 59



Percentage achieving greater depth in reading

Number of pupils = 59



Reading Impact – Pupil Outcomes



Key Stage Two:
2018-19

Progress in reading

	2017	2018	2019
Number of pupils	51	55	58
Pupils with adjusted scores	N/A	0	0
School progress score	4.91	3.89	5.46
Confidence interval	3.2 to 6.6	2.3 to 5.5	3.9 to 7.0
Progress banding	■ Well above average	■ Well above average	■ Well above average
Local authority average	-0.01	0.33	-0.18
National average	0.00	0.03	0.03

Average scaled scores in:

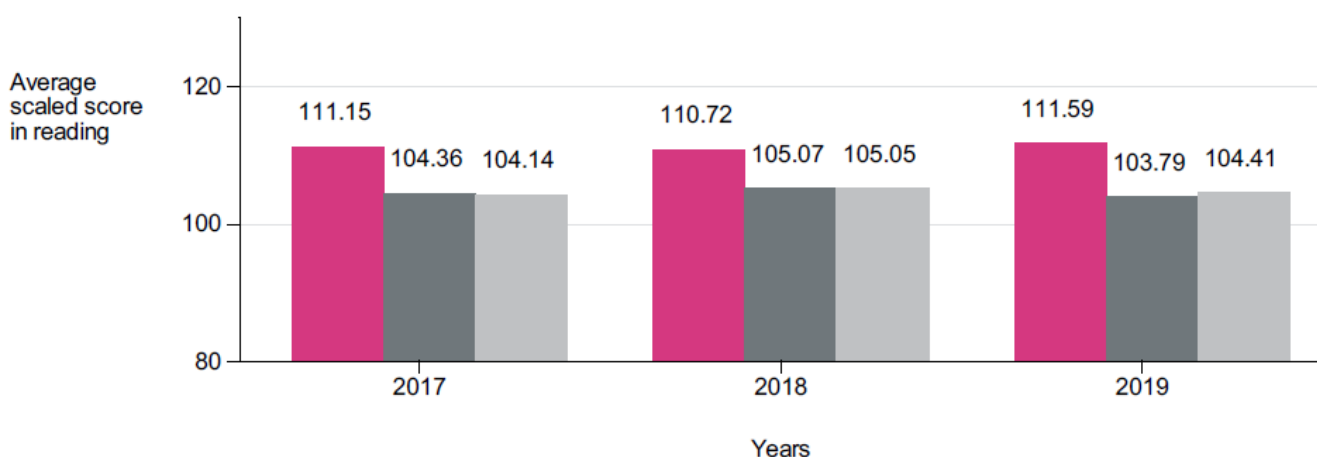
Reading

Number of pupils in 2017 = 57

Number of pupils in 2018 = 58

Number of pupils in 2019 = 60

■ School
 ■ Local authority (Southampton)
 ■ National



Reading Impact – Pupil Outcomes



Key Stage Two: 2018-19

Reading

KS2 progress [Guidance](#)

- Key stage 2 progress in reading (5.5) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.

Attainment (all key stages) [Guidance](#)

- Key stage 2 attainment of the expected standard (100+) in reading (97%) and the high standard (110+) in reading (58%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Of the 60 pupils, 2 did not meet the expected standard.
- The key stage 2 three-year average reading attainment score (111.2) was in the **highest** 20% of all schools in 2019.

Progress and attainment trend

Reading, writing and mathematics three-year trend [Guidance](#)

■ Significantly above national
■ Not significant

■ Significantly below national
X Small cohort

Q1 Highest Quintile
Q5 Lowest Quintile

		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment					EVFS Attainment				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Reading	2017	(51)	■	■	■	■	(57)	■	■	■	■	(60)	■	■	■	■	(89)	■	■	■	■	(58)	■	■	■	■
	2018	(55)	■	■	■	■	(58)	■	■	■	■	(86)	■	■	■	■	(60)	■	■	■	■	(59)	■	■	■	■
	2019	(58)	■	■	■	■	(60)	■	■	■	■	(59)	■	■	■	■	(59)	■	■	■	■	(59)	■	■	■	■

Source IDSR - 22 January 2021