



Arnbrook Primary School Reading

Our approach to reading

2024/25

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Please note, parental engagement is woven throughout our approach.

1. Reading at Arnbrook

At Arnbrook Primary School, we aspire for all our children to become, and see themselves as, passionate readers. Every opportunity is taken to foster a love of reading in our pupils as we take them on a journey from 'learning to read' to 'reading to learn'.

Throughout their time at Arnbrook, children will experience a rich variety of authors, genres and media which will in turn inspire them to read for pleasure and talk with excitement about their reading.

Precise vocabulary is selected and purposefully revisited throughout; to ensure that this is embedded, allowing the school to counteract the poverty of language and word gaps that many of our children face. Enriching children's vocabulary will complement and enhance their comprehension, preparing them culturally, academically, socially and emotionally for now and in the future.

2. The systematic teaching of phonics

Our rigorous and systematic approach to the early reading curriculum using 'Read Write Inc.' develops pupils' reading accuracy and fluency, building confidence in pupils and cultivating an enjoyment of reading.

Pupils in Reception & Key Stage One all complete a 1:1 phonics assessment with our Phonics Lead before starting our programme. This assessment information is used to group pupils according to their reading ability. Children work in small, ability-based groups. Before beginning the programme, parents/carers are invited to attend a session to learn more about the sounds children will learn and how to help at home. These sessions are repeated so that all parents/carers have this opportunity.

The 'Read Write Inc.' scheme lasts for around two and a half years with daily sessions gradually increasing in length from twenty to forty-five minutes as the children grow older. Most pupils complete the scheme by the time they reach Year Three.

In Nursery the children have a daily 15-minute session which concentrates on the children developing their pre-phonics skills. Nursery children's oral blending skills are continually assessed by staff and formally by the phonics lead during the Spring Term. When ready, children begin their work on learning their initial sounds and using these to blend for reading and segment for writing through following the Ruth Miskin synthetic phonics scheme. This usually occurs during the summer term.

In Reception, the children start the 'Read, Write Inc.' phonics scheme at the beginning of the Autumn Term. In these sessions they are ability grouped and concentrate on listening skills, initial sounds, reading and writing. For those pupils who have not yet developed the appropriate 'sound discrimination skills' they will continue to develop their listening skills through daily communication and language skills to help them catch up quickly.

Once pupils have learnt the first set of initial sounds, they begin to use their blending and segmenting skills to work through a set of linked reading and writing books, providing many opportunities for the children to apply learnt graphemes. These books are banded into seven colours and gradually increase in difficulty as the children learn the more complex set two and three sounds which encompass digraphs and trigraphs.

Through the implementation of Read Write Inc. we have established robust and rigorous processes to ensure that all children are challenged appropriately, including the most able, and that, where necessary, pupils catch up quickly. Half-termly assessment, overseen by our Phonics Lead, is used to re-group pupils if & when necessary – for pupils making both less than and more than expected progress – and this regular assessment also identifies those pupils making the slowest progress who will then receive a 6-12 week 1:1 phonics intervention. This ensures that gaps are addressed quickly and effectively for all pupils. When the intervention starts, parents are invited to find out more at a workshop and watch a 1:1 session so they can practise new sounds or fluency at home.

3. Reading Comprehension

Children begin guided reading on completion of the Read, Write Inc. programme, which for most children is at the end of Year 2. When ready, pupils have three guided reading lessons every week and, in addition to this, all children from Year One to Six, including those still on our phonics programme, take part in a 'class novel' lesson every Friday.

From Year 1 to 6, each class has a 'class novel'. These texts are of a high quality and chosen to be appropriate yet challenging – it is not the expectation that all pupils could independently read the text from 'cover to cover'. This novel is read to pupils, by the teacher, during regular story times (at least three 10-15 minutes sessions every week). In Key Stage One, where the chosen texts are shorter, additional texts are also read to the children. Every Friday, all children have a class novel lesson, where they explore the text and complete reading comprehension activities about it. These lessons focus on a deeper understanding of the characters and plot. Reading skills of inference, deduction, prediction, and summarising are developed. Teachers provide appropriate scaffolding and challenge for all.

Class novels are carefully chosen from to ensure that pupils are exposed to texts from each of the 'five plagues' (D.Lemov 2013) and therefore gain an understanding and appreciation of different text types. These are texts with:

- Archaic language
- Non-linear structure
- Complex narratives
- Symbolism & figurative language
- Resistant meaning or form

In guided reading sessions, children explore a wider range of texts, chosen by the teacher, which may be linked to:

- The class novel
- The school curriculum
- Children's interests
- Topical issues or themes. For example, texts linked to anti-bullying week, Diwali, Christmas, or Black History Month.

Each session focusses on the skills needed to teach one of six 'VIPERS' – each letter being a key element of reading comprehension. They are vocabulary, inference, prediction, explain, retrieve, sequence (KS1) summarise (KS2). Teacher ensure there is sufficient coverage of each VIPERS.

To ensure children develop a wide vocabulary and understand the text, unfamiliar words are identified by the teacher and the pupils. Definitions are clearly explained to pupils, as well skills taught of using the text to determine the meaning of the word. This is followed by shared reading and a focussed task which is linked to an aspect of VIPERS.

Teaching and learning of reading comprehension is underpinned by our use of Vipers, alongside the '21 Steps' progression grids, which pinpoint the knowledge, skills and understanding children need to have at the end of each year group. These provide the small steps within each year group that pupils need to make. Sentence stems for reading are being developed to support the children in their explanations of texts.

Reciprocal Reading, a FFT intervention, has been implemented across school, following rigorous training, to develop children's oracy skills when answering of questions in relation to a text.

For those pupils on our 'Read, Write Inc.' scheme, reading comprehension is woven into their learning and sessions include regular 'checks' on pupils' understanding of the story and short comprehension activities.

4.1 Early readers & reading & talking at home (Nursery)

The expectation is that Nursery age pupils take a book home to share with their parents/carers every day. This is changed regularly (at least once a week). Children select from a wide range of books in Foundation Stage.

Pupils also take-home a 'nursery rhyme a week'. They learn the nursery rhyme in school, this is shared with parents/carers via our weekly newsletter and sent home for families to sing together. Weekly newsletters also emphasise the importance of communication and language and provide activities and topics for discussion for families and include a picture of this week's Talk for Writing text.

Reading diaries are taken home by all children with the expectation that parents/carers complete them at home when their child has read. These are checked every weekly by class teachers to ensure that all pupils are reading at home regularly and they keep a record of this. Children are moved up the reading track when appropriate and receive regular book-related prizes for reaching certain milestones. When reading diaries are not completed, teachers address this with pupils' and their parents/carers swiftly.

4.2 Early readers & reading books (Reception - Year Two)

For pupils who are part of the 'Read Write Inc.' scheme, each child is provided with a reading book which is closely matched to the phonemes/graphemes that pupils have been taught. This book is followed by all children in an ability group for 3-5 days and goes home with them over this time period. All children in the group then move onto the next book together. This provides pupils with the opportunity to use and apply their knowledge and develops children's sense of reading independence.

We set the high expectation that pupils should **'Drop Everything For 10'** and read for at least ten minutes every day at home and encourage all parents/carers to listen to their children read regularly.

Whilst we expect that most pupils read their phonics book at home, we also ensure that pupils take home a 'reading for pleasure' book. They can read this semi-independently and grapple with potentially trickier words or share & enjoy it with someone at home. This book is still linked to their reading ability.

Each year group has a collection of books carefully selected for the age group; a coloured sticker identifies the year group. These books are separated into three bands within each year group, identified by the 1-3 stars on the book spine.

Year 1	Lilac
Year 2	Brown
Year 3	Silver
Year 4	Burgundy
Year 5	Cream
Year 6	Black

Reading diaries are taken home by all children with the expectation that parents/carers complete them at home when their child has read. These are checked daily by class teachers to ensure that all pupils are reading at home regularly and a record of this is kept. When this is not the case, teachers address this with pupils' and their parents/carers swiftly.

4.3 Competent readers & reading books (Key Stage Two)

Once the children have demonstrated the ability to de-code words and completed the 'Read, Write Inc.' programme, they move onto to the school's reading books and take-home a 'reading for pleasure' book. This book is linked to their reading ability – books are separated into three difficulty bands within each year group. There are a range of fiction and non-fiction books available and the children are encouraged to choose from the colour band that they are on. They are encouraged to read the blurb and select books that interest them.

Where appropriate, pupils for whom their own year group's book range may be too challenging have access to additional books, which are organised by the level of complexity and phonemes/graphemes within. These are colour banded and staff can closely monitor progress by referring to the Book Bands Tracking Reading Progress chart.

Able pupils are encouraged to read a breadth of modern and classic literature and choose from our wide range of authors, which have been selected from a selection of quality Reading Spines. Each class will display the cover of suggested titles to inspire children to pick them up and read.

Book Bands Tracking Reading Progress chart.

Year group (age at end of year)	School Term	Eazmag Summative Assessment	Book Band	Approx reading age in years
Foundation Stage		Emerging Expected Exceeding	PINK	Less than 5 years
			RED	5 years
1 (6 yrs)	Autumn	Yr 1 Ent	YELLOW	5 – 6 years
		Yr 1 Ent +	BLUE	
	Spring	Yr 1 Dev	GREEN	
		Yr 1 Dev+	ORANGE	
	Summer	Yr 1 Sec	TURQUOISE	
		Yr 1 Sec+		
2 (7 yrs)	Autumn	Yr 2 Ent	PURPLE	6 – 7 years
	Spring	Yr 2 Dev		
	Summer	Yr 2 Sec	GOLD	
3 (8 yrs)	Autumn	Yr 3 Ent	WHITE	7 – 8 years
	Spring	Yr 3 Dev		
	Summer	Yr 3 Sec		
4 (9 yrs)	Autumn	Yr 4 Ent	LIME	8 – 9 years
	Spring	Yr 4 Dev	BROWN	
	Summer	Yr 4 Sec		

We set the high expectation that pupils should 'Drop Everything for 10' and read for at least ten minutes every day at home and encourage all parents/carers to listen to their children read regularly.

Reading diaries are taken home by all children with the expectation that parents/carers complete them at home when their child has read. These are checked every daily by class teachers to ensure that all pupils are reading at home regularly and a record of this is kept. When this is not the case, teachers address this with pupils' and their parents/carers swiftly.

5.1 Inspiring a love of reading (whole school)

We aspire for all children to have the intrinsic motivation to read regularly & see themselves as passionate readers. To help promote this love of reading & encourage good reading habits, we have a range of positive rewards & approaches:

- Every pupil who reads at home five times during the last seven days (Friday-Friday) receives a ticket which is entered into a raffle. The raffle is drawn in whole-school assembly on a Monday with prizes for lucky readers in Key Stage One, Lower Key Stage Two & Upper Key Stage Two.
- Pupils are encouraged to read at least one of their year group's 'Top Reads'. These are 3 books chosen for each year group by our reading specialist and have been picked to reflect a range of the absolute best children's books from a range of authors & genres. If pupils read all three and complete each of the half termly reading challenges, they become a 'Reading Champion' and receive a book of their own from our special selection.
- Pupils who complete '100 days of reading' receive a certificate and a voucher towards books for their classroom.
- Many prizes across the school are linked to reading and children's literature. For example, six pupils with 100% attendance over the previous term all go on a special visit to Waterstones Bookshop in Nottingham City Centre & can choose any book they like! Due to Covid, these pupils will select a book with Mr Fowlie using Waterstones web page.
- We promote our 'drop everything for ten' message throughout the school year to parents & carers through reminders on our school newsletter and activities during the week of World Book Day.
- Our school and class libraries ensure reading is a high profile across the school and foster a love of reading.

5.2 Inspiring a love of reading (Foundation Stage)

From an early age the pupils are immersed into a rich reading environment, which they are encouraged to explore & enjoy. Reading areas can be found both inside and outside, with inviting spaces for pupils to read a variety of books. Continuous provision always includes small world toys, puppets and role-play items linked to the week's Talk for Writing text, which supports children in immersing themselves in the story and re-telling it others. Story maps linked to Talk for Writing are on display for children to be able to interact with and re-tell the story.

'Special guest' readers come in regularly to the Foundation Stage to read a favourite story to children. This might be parents, grandparents, different staff members, older pupils and people who help us. Early Years staff model 'how' to read a story with expression and enthusiasm to parents and carers, sending videos home of staff reading stories via Class Dojo.

Normally, each week the 'reading bug' goes home with a child – this includes a book to enjoy at home and a notepad for children and families to write in about what they enjoyed reading together. Each year, all children in Foundation Stage & Year 1 & 2 visit the local library and are registered as library members, so they all get the opportunity to take a book home. Assemblies held by library staff in school also promote use of the local library

Weekly family reading mornings are well attended by parents/carers and provide an opportunity for families to read together, promote the use of reading diaries and regular reading and also inform parents/carers of how to use synthetic phonics to teach their child to read and the sounds pupils need to learn.

5.3 Inspiring a love of reading (Key Stage One & Two)

A love of stories & reading is continued when the pupils move into Key Stage One & Two. Talk for Writing units are linked to a quality text that engages the children through a 'hook'. Guided Reading & English lessons are used to promote a love of literature further.

From Year 1 to 6, each class has a 'class novel'. These texts are of a high quality and chosen to be appropriate yet challenging – it is not the expectation that all pupils could independently read the text from 'cover to cover'. This novel is read to pupils, by the teacher, during regular story times (at least three 10-15 minutes sessions every week). In Key Stage One, where the chosen texts are shorter, additional texts are also read to the children. Every Friday, all children have a class novel lesson, where they explore the text and complete reading comprehension activities about it.

Class novels are carefully chosen from to ensure that pupils are exposed to texts from each of the 'five plagues' (D.Lemov 2013) and therefore gain an understanding and appreciation of different text types. These are texts with:

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- Non-linear structure
- Complex narratives
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In Key Stage One, this progresses throughout the year as children are capable of listening to longer stories, and from the summer term therefore includes longer chapter books. Stories are re-read to encourage a love of reading and to build a repertoire of language that children can repeat without support and use in their own writing. Teachers model 'storyteller voices', mirroring the techniques used in the 'Read, Write Inc.' programme and children are encouraged to use their own storyteller voices when reading aloud.

Each year, all children in Foundation Stage & Year 1 & 2 visit the local library and are registered as library members, so they all get the opportunity to take a book home. Assemblies held by library staff in school also promote use of the local library.

All KS2 pupils are provided with 10 minutes quiet reading time every day.

6. Our reading environments

Our school library provides a wealth of high-quality children's books for children to explore. The selection of books in the library have been carefully curated to ensure that all children not only have a selection of high quality texts to choose from – banded by year group - but also have additional sections to choose from including classics, stories from other cultures, and books to share with friends.

The school library is open after school twice a week for pupils to borrow additional fiction and non-fiction books. Each phase has a weekly timetable slot when their class can visit the school library, providing them with an opportunity to browse and select books; share a story with friends and have a story read to them by their teacher.

Each classroom has a class library, in which books are separated into three difficulty bands within each year group. This area also includes a high-quality reading corner where pupils can sit and read every day.

7. Intervention - Catching Up Quickly

Across our Foundation Stage, children who are not reading regularly at home are prioritised in school for interventions including work with our reading volunteers.

In Reception, there are a range of interventions for children not yet ready to access our synthetic phonics programme, including those who have not attended our nursery provision. For those pupils who have not yet developed the appropriate 'sound discrimination skills' they will continue to develop their listening skills through daily communication and language skills to help them catch up quickly. Pupils who are making slow progress within the 'Read, Write Inc.' scheme have additional daily top-up sessions.

Through the implementation of Read Write Inc. we have established robust and rigorous processes to ensure that all children are challenged appropriately, including the most able, and that, where necessary, pupils catch up quickly. Half-termly assessment, overseen by our Phonics Lead, is used to re-group pupils if & when necessary – for pupils making both less than and more than expected progress – and this regular assessment also identifies those pupils making the slowest progress who will then receive a 6-12 week 1:1 phonics ‘top-up’ intervention. This ensures that gaps are addressed quickly and effectively for all pupils. When the intervention starts, parents are invited to find out more at a workshop and watch a 1:1 session so they can practise new sounds or fluency at home. Their progress within this top up intervention is also monitored carefully to ensure it has prompt impact.

An intensive Ruth Miskin phonics programme called ‘Fresh Start’ can also be used with small groups of Year Five and Six children who are lacking in the phonics skills needed to make them successful readers and writers. These groups use age-appropriate texts, such as ‘Romeo & Juliet’.

Access to ‘The lightning Squad’ reading intervention (a computer-based programme designed by FFT) is used to support children with fluency and pace. This programme builds on their prior phonic knowledge and incorporates phonics and spelling.

Across Key Stage One & Two, pupils who are falling behind are targeted for additional interventions & there is an expectation that the class teacher listens to the lowest 20% (in relation to reading) of pupils read at least once every week. Interventions are led by experienced teaching assistants and senior leaders with the aim to improve fluency, comprehension & confidence in reading and use a variety of approaches including 1:1 precision teaching programmes and group guided reading sessions. Reading volunteers also read regularly with carefully selected pupils.

8. Professional Development

For our pupils to progress from ‘learning to read’ to ‘reading to learn’, we know that teachers and support staff need to be well-skilled and confident in delivering our ‘Read, Write Inc.’ programme and teaching phonics & early reading. All new staff in school receive one-day ‘Read Write Inc.’ training in the Autumn term to establish a solid understanding of, and consistency in, the delivery of the programme and our approach to teaching reading. This ensures that all staff have the appropriate knowledge to support children to read. This training is refreshed regularly for all staff.

Regular observation and monitoring by our Phonics Lead is used to ensure that standards of teaching and learning remain high, and to swiftly address any areas of staff development through further support and coaching.

Training & professional development in how to teach guided reading effectively is provided throughout the school year. In addition, guidance and resources are provided from our Reading Lead.

The school explores other opportunities for professional development to develop experts in reading – staff have completed NPQSL projects connected to early reading and staff have completed action research projects linked to reading with Nottingham Trent University.