



English Leaders:

Early Reading and KS1 Lead- Mrs Denise Milnes

KS2 English Lead- Mrs Jackie Shelton

At Canon Popham C of E Primary Academy we are passionate about reading and we place reading at the centre of our curriculum. We believe in the importance of developing children's phonics skills as early readers, moving onto **comprehension** skills when children are ready. We understand the importance to develop children's **love of books and reading**.

Our Reading Curriculum

Phonics and Early Reading

Please click below to read our Statement of Intent, Implementation and Impact for Early Reading at Canon Popham.

Phonics Curriculum Statement

Our School Leadership Prioritises Reading

The headteacher, along with other leaders, prioritises reading at Canon Popham. The headteacher meets regularly with the Early Reading Lead, to discuss priorities in training, analyse data and look at ways forward. She takes part in regular meetings with the school Read Write Inc. consultant along with the Early Reading Leader. She often visits phonics lessons to check consistency across school and will also teach some Read Write Inc. groups herself to be able to assess how well children are accessing sessions. The headteacher gives the Reading Leader and staff the time and opportunity for training.

Love of Reading is Promoted

The love of reading is promoted widely across school. Staff are passionate about reading, which inspires children. Core texts are read daily to children by the teacher. This gives the teacher chance to emphasise their story voice and illustrate their excitement at new stories. The teacher chooses their books and the texts that are used in reading lessons from Literacy Shed and CLPE for guidance- Centre for Literacy in Primary Education- to ensure that the texts are of high quality and age appropriate. Reading book selections are in every class and changed regularly. They have been developed to promote a love of reading. This encourages children to take books home, therefore improving their



vocabulary, fluency and excitement around reading. At Canon Popham we have a reading record display in every room, which encourages children to read more at home. We aim for children to read at home at least 20 times every month. Children move along the tracker to support this. In our bespoke reading diaries, parents are given ideas on how to support children at home with reading. This includes the phonics sounds and comprehension questions. We also give children opportunities to read out loud to others, to perform their reading, in school and class assemblies and to learn texts off by heart, such as with our Off By Heart poetry competition, where winners from every class were able to perform for the whole school and overall winners selected. This also helps children to enjoy texts, read them often and develop fluency, performance, expression and understanding.

Content and Sequence Supports Progress

At Canon Popham, all staff are highly trained in delivering the Read, Write, Inc Phonic programme.

Information for parents, relating to the programme, can be found by accessing the following links -

- <https://www.youtube.com/watch?v=sjIPILhk7bQ>
- <https://www.ruthmiskin.com/en/parents-copy-2/>

The programme has a strong focus on teaching children to know and remember more. Children are taught daily, in small groups, from Reception upwards. The small groups children are in ensure that all children are taught at their appropriate level, which results in good progress being made. The RWI programme supports the Teach simply model:

- Review/ Revisit- Previously taught sounds and words are continuously reviewed and revisited at the beginning of every RWI Phonics lesson.
- Teach Simply - Children are taught a new sound following the same sequence daily.
- Practice Thoroughly- Children have the opportunity to practise reading the sound in words, including multi-syllabic words.
- Apply- Children apply reading their new sounds in alien words and in closely matched, phonically decodable books.
- Assess- Children are regularly assessed by the Reading Leader. Teachers assess throughout the lesson to check that children understand.
'Spotlight children' (children who are not making as much progress as the



rest) are sat in the focus of the teacher, to ensure they don't get left behind.

Although our intention is for children to 'keep up', not 'catch up', if the Reading Leader identifies that any children are falling behind, plans are immediately put in place to support catch up. If needed, children are also assessed in KS2. Children in Foundation Stage- to Y4 have RWI Phonics lessons, if needed. Please click on the grid below to see how we want children to progress through the RWI programme and what we expect them to know by the end of Foundation, Year 1 and Year 2.

[CP RWI Termly Progression Grid](#)

Pupils Falling Behind Catch Up Quickly

The Reading Leader quickly identifies children who are falling behind and discusses them with the class teacher. Children are assessed every half term, but they can be assessed sooner than this, if the Reading Leader and Reading Teacher thinks this is necessary. The Reading Leader puts together a plan for these children and shares these with the teachers and teaching assistants. These support plans include five layers of provision to be put in place for children.

1. The daily phonics lesson is taught robustly and matched to the pupils phonic assessment outcome.
2. The child has 1:1 phonics practice in the afternoon. This is delivered by a trained phonics TA.
3. Virtual classroom links (extra phonics lessons) are used in school and can be sent home to parents for extra practice.
4. Children are given extra time on an IPAD to watch the virtual links in school.
5. Teachers have an extra daily 5 minutes phonics lesson in an afternoon to recall and revisit key phonemes.

Phonics from the Beginning of Reception

Phonics is taught from the very beginning of Foundation Stage 2. If children are ready, some of the sounds are taught from the Summer term of Foundation Stage 1. Staff in Foundation Stage 1 work hard to develop pre reading skills including sharing books, talking about stories, developing vocabulary and early listening and oral blending skills. They also encourage children to spot letters and symbols in the environment and to be able to recognise their names. We



believe that a strong start in Reception has a big impact on children's progress and confidence in reading. By the end of the Foundation Stage, we want children to be able to read all of the Set 1 and Set 2 sounds in words. Children are tracked with their phonics and reading using the half termly Read Write Inc assessments, but if concerns are identified they can be assessed earlier. Any child identified as falling behind accesses additional support and intervention. They are targeted for teacher-led support in their groups as well as fast track tutoring.

Phonically Decodable Books

From Foundation Stage 1, library books are sent home with children for them to enjoy with their grown-ups. Their focus is language acquisition and listening to stories being read to them for fun and interest. As children begin Read, Write, Inc., children are sent home with sound key rings to practise the sounds they have learned in school. These are updated every week. When they are secure with their understanding of sounds, children will be given virtual links for games to practise their oral blending. Following this, children will be sent home with sound blending books. When children move into the Ditty group, they will take a perfectly matched phonically decodable book home with them. This continues, until children have moved securely off the programme. As well as a phonically, decodable book, children will take a library book home with them that they have chosen to read for pleasure with their family. This is to encourage parents to read to their children and develop their vocabulary. Furthermore, all children in Reception and Key Stage 1 have login accounts for Oxford Owl, where children can access online the Read Write Inc (RWI) core story book that they are reading in school at home too. This is to ensure the best outcomes for the children and to help them develop their reading skills. Books are changed weekly, so children have time to practise their phonics sounds, as well as building their fluency. If children struggle with their fluency, there are extra fluency links that can be sent home to support children, as well as classroom interventions.

Staff are Early Reading Experts

All staff at Canon Popham, from nursery to KS2, have been trained in RWI phonics. The Reading Leader attends half termly training sessions to ensure that she is aware of any updates. This is then relayed back to staff in school.



All staff have access to the virtual classroom, where they have a large range of training videos for each aspect of phonics. The Reading Leader directs staff to training videos and staff are given time to watch them. In addition to this, the Reading Leader holds training sessions regularly for reading staff. Canon Popham partakes in a RWI Development Day, where a RWI consultant visits the lessons and offers bespoke training.

Y2 and KS2 Reading Curriculum

When children have securely moved off the RWI programme, they will be benchmarked on the colour banding system from Gold and beyond and they will begin their comprehension lessons. Comprehension skills are taught using a mixture of daily reading comprehension lessons, including Comprehension Ninja, and quality materials from CGP and 'Literacy Shed'. During these lessons, children are taught how to retrieve information from the text, discuss the meaning of new vocabulary, answer inference questions, predict what will happen next and sequence events. These skills are then applied during individual the daily reading sessions with the class teacher. In English, units of lessons are organised around motivating books or texts and will, where possible, link to other subjects so that children can make connections and draw on prior knowledge. The texts might be from a specific book, a play or poem, or a specific genre such as journalistic writing. A good-quality text provides opportunities for children to meet objectives drawn from across the National Curriculum for English. At Canon Popham whole class teaching and individual reading opportunities provide opportunities for learning and reinforcing. Whole class texts are chosen from Literacy Shed, Comprehension Ninja or CLPE- Centre for Literacy in Primary Education- and are recommended high quality texts that are age appropriate.

- Reading fluency is something we are keen for our children to develop during their reading. We teach and assess fluency as part of our ongoing assessments and build fluency practice into daily reading lessons through use of echo reading, choral reading, teacher modelling. If children are not fluent, interventions are put in place and children are given additional opportunities to practice their reading fluency.

Parental Involvement

Involving families is an important part of our reading culture. Results of international reading studies have shown that children who are supported in their



reading at home are more likely to enjoy reading and tend to achieve more highly at school. We want our children to read at home through choice. For this to happen, we engage with families to extend the culture of reading that the school has developed. Strategies include:

- Adult volunteers from the local community come in to school and listen to children read.
- We offer advice and printable materials on our school website, along with input from individual class teachers and parent evenings. Our bespoke reading records give parents a variety of tips and questions from each content domain that they can ask their child.
- School staff hold parents support/ information meetings for every year group at the start of the year, to share tips and enable parents to understand how reading will be taught in their child's year group, and how they can help. Additional information meetings are also held through the year for specific groups such as Y2 and Y6 parents, Y1 parents (linked to the phonics screening check) etc.
- Each class has their class reading display/track to motivate pupils to read regularly at home. Children are moved along the track as they read and rewarded for reading regularly with house points and golden tickets. Children who are working hard and making progress with their reading are recognised in our celebration assemblies as well, providing opportunities for increasing the reading profile across the whole school.
- Our school target is for children to read at least 20 times a month. If this is done, children receive a golden ticket.
- Parents and teachers communicate regularly in reading diaries. These reading diaries have been especially designed for our school and provide ways in which parents can support reading.
- All pupils on the RWI programme regularly take home a RWI phonics book that is matched to their ability and a book for pleasure, as well as the opportunity to access a phonically decodable eBook. When children move off the RWI programme, they are assessed using the benchmarking kit on a colour banded system.

Reading for Pleasure

Research shows that reading for pleasure has a positive impact on children's attainment in reading assessments. Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. They also have more positive attitudes towards



reading than peers. The advantages of reading for pleasure go beyond academic achievement.

'Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'.

Reading for Pleasure: A research overview, National Literacy Trust, 2006

At Canon Popham we promote reading for pleasure. We do this in the following ways:

- Every teacher is an advocate for reading and often recommend their own favourite books to children.
- Reading and books are at the centre of the curriculum.
- Every term, each class studies at least one book as part of their English Lessons. This is taken from CLPE or Literacy Shed, so is an age appropriate text that is rich in vocabulary and content.
- We plan time in for all children to read independently, read aloud and be read to during the school day.
- We celebrate World Book Day every year with new exciting themes each year.
- Class teachers read to their children daily. This gives children the opportunity to listen to new vocabulary and hear quality modelling of reading, use of expression and enjoyment of stories and books.