



Hope SENTAMU
LEARNING TRUST

CROSS PHASE
READING STRATEGY
2022-23

Cross Phase Reading Strategy 2022-23

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“Reading and listening to a wide range of different texts gives children a reservoir of language that they can draw on when they wish to communicate their own ideas. Ultimately, reading gives children a voice of their own.” *James Clements*

“Reading for pleasure is an issue of social justice and one that society cannot afford to ignore.”
Dr. Ian Thompson and Nicole Dingwall

Rationale

The research and statistics surrounding the benefits of reading are undeniable. Not only is reading one of the most important predictors of attainment, (Sullivan and Brown, 2013) but it also gives students a future of greater life satisfaction, social connectedness and preparation for life's difficulties (Billington, 2015). Learning to read well, enjoying reading and developing a life-long love of reading, therefore, cannot be underestimated.

The single greatest link to educational success, beyond any socio-economic status, is reading enjoyment (OECD, 2002) and reading plays a key role in any child's development (Clark and Zoysa, 2011). However, around one in six people in England are 'functionally literate', meaning that they have difficulty reading about unfamiliar topics or from unfamiliar sources (National Literacy Trust, 2020.) Christopher Such, in his seminal work *The Art and Science of Teaching Primary Reading*, writes that illiteracy creates disempowered and joyless people, who are alienated from their own society. Subsequently, teaching children to read is one of the most important duties in any school and we as Hope Sentamu Learning Trust are committed to our goal that no child leaves our schools without being able to read.

Our cross phase reading strategy aims to ensure that every child can thrive and live life in all its fullness by learning to read well. Our approach is research and evidence driven, with the EEF reading strands of the literacy recommendations at its heart. Our aim is that HSLT students receive a diet of high quality, challenging texts across all disciplines combined with targeted vocabulary instruction and opportunities for structured oracy. This is all underpinned by a foundation of systematic phonics instruction through Read Write Inc. and Fresh Start. No matter a student's starting point, our schools proactively plan to support them with carefully planned reading intervention.

Alongside this, we consider it paramount to establish a culture of reading for pleasure across all schools. Our vision is that all HSLT students and teachers celebrate reading at every opportunity. Our libraries and librarians are highly valued within our schools, drawing on the important factor in reading for pleasure: choice. Choice and interest [in reading] are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008), and research reports a link between library use and reading for pleasure; young people that use their library are nearly twice as likely to be reading outside of class every day (Clark and Hawkins, 2011).

Engaging with evidence: our approaches to the EEF improving literacy recommendations

Research-driven best practice model for reading, mapped across EYFS to KS2.

These strands develop and build as they move forward →→→

	1. Developing Language, communication and vocabulary	2. Use a broad and balanced approach to developing readers (sharing books and promoting disciplinary literacy)	3. Effectively implement a systematic phonics programme, including secondary level where necessary	4. Support pupils to develop fluent reading capabilities and building students' ability to read complex texts	5. Teach reading comprehension strategies through modelling and supported practice	6. Use high quality assessments to ensure all children make good progress	7. Provides high quality target and structured interventions to help pupils struggling with reading
	<i>Language provides the foundation of thinking and learning and should be prioritised.</i>	<i>Reading requires a broad range of capabilities and requires motivation and engagement</i>	<i>Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own.</i>	<i>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</i>	<i>Reading comprehension is made up of a combination of decoding skills and language comprehension and needs to be taught in context using high quality texts.</i>	<i>Collect high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress</i>	<i>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</i>
EYFS	Staff provide high quality adult interactions within areas of provision both inside and out. Language is modelled effectively, building and extending sentences and vocabulary.	Early reading and listening and attention skills are developed through storytelling, sharing stories, singing and rhyming activities to develop letter sound knowledge, and activities to develop phonological awareness. Books are high profile in all areas of an EYFS classroom.	Prior to the introduction of Read Write Inc children engage in activities to develop phonological awareness and an interest in sounds. Children are exposed to letters in the environment and are taught RWI Nursery in the Summer Term or when they are ready. Speed Sound lessons are taught daily from the beginning of Reception. See Making a Strong Start in	Parents are invited to meetings throughout the year to help support their child in learning to read. RWI Talk Through Stories are read in daily story sessions alongside short vocabulary sessions. Children join in with familiar songs and stories.	Children begin answering simple questions about characters, setting and the problem in the story. They relate what they have read to their own experiences. Teachers model and develop children's answers using My Turn Your Turn (MTYT).	Children are assessed regularly and this informs any support that is given. A robust early speech and language assessment is used to identify the precise next steps for children. Once RWI is taught children are assessed each half term.	Once next steps have been identified through assessments children can be supported by high quality in the moment interactions with highly trained staff. Language is developed around children's interests. Children who need to 'keep up' with RWI phonics will have 1:1 or group interventions and 'pinny time'.

			Reception document. Making a Strong Start Aug 2021.pdf				
KS1	<p>Adults will use every opportunity to model language.</p> <p>RWI Talk through stories will be used to share a story with children daily. An additional 10 minute vocabulary session will take place daily to explicitly teach tier 2 words identified in the books.</p> <p>Adults will model correct language, full sentences and extend vocabulary and children will repeat using MTYT.</p>	<p>Children will experience a wide range of texts including; classic and current picture books and stories, non-fiction, poetry, songs and rhymes.</p> <p>Thought will be given to ensure children are exposed to a wide range of cultures and diversity.</p> <p>Texts will be used to support all subjects where appropriate.</p> <p>Classes will have a set of core books that are displayed and repeatedly read over a half term.</p> <p>Classrooms have a good selection of well organised and appealing texts.</p>	<p>Children will be taught RWI daily. They will be grouped in homogenous groups following regular assessments. Staff will be highly trained to deliver these sessions and will be coached and supported to ensure the best quality first teaching.</p> <p>During a session children will review previously taught sounds, learn a new sound and practice reading sounds they know in words. They will read phonetically decodable books that match their sound knowledge.</p>	<p>Parents are invited to meetings throughout the year to help support their child in learning to read.</p> <p>Children will read at school everyday and will be encouraged to read at home. This will be monitored by staff.</p> <p>Children will re-read texts to increase their speed and accuracy to allow them to read more words 'at a glance.' Adults will re-read parts of the text to help improve their comprehension.</p> <p>Some children will need regular 1:1 reading in school.</p>	<p>Children will have opportunities to improve their comprehension using strategies to support their inference and understanding. After reading or sharing a story they will have a selection of prediction, questioning, clarifying or summarising questions and will draw on their prior knowledge when answering.</p> <p>They will use Fast Fingers (FF) to find evidence in the text or Have a Think (HaT) to discuss with a partner. Adults will model and develop answers using MTYT.</p>	<p>Schools will have a Reading Leader (or reading team) who are responsible for assessing children every half term using the RWI assessments. Class teachers will assess children throughout the year using a phonics screening check assessment.</p> <p>They will be used to group children and to measure progress, support coaching of staff and identify the lowest 20% for intervention.</p> <p>Once children are reading at blue level they will also be assessed for fluency and accuracy by measuring the number of words they can read in a minute.</p>	<p>The lowest 20% or children that are not making sufficient progress based on the RWI half termly assessment will have 1:1 or small group 'Fast Track Tutoring' interventions. ftt handbook.pdf</p> <p>These will be regular and targeted to ensure rapid progress is made and children's progress will be reviewed regularly.</p> <p>Y1 teachers will teach an additional afternoon whole class phonics session based on the Phonics Screening assessments.</p>
KS2	<p>Teachers read aloud everyday. This can be a whole class novel, extracts from texts,</p>	<p>Children are given an opportunity during the school day to read independently.</p>	<p>Children in KS2 are assessed using RWI assessments and continue to follow the programme until they are</p>	<p>Fluency is mastered at every level of reading. They will be able to read quickly, accurately and</p>	<p>Teachers explicitly model the process of answering comprehension</p>	<p>Children are regularly assessed for their reading skill, fluency and comprehension.</p>	<p>Children identified in assessments as needing phonics support should attend daily RWI phonics</p>

	<p>information texts, leaflets, poetry or song lyrics. Teachers model their thinking aloud and give opportunities for children to discuss and articulate their ideas verbally.</p> <p>Language is explored looking at tier 2 words, synonyms and high utility words. There is a clear love of reading and book talk is part of the school culture.</p>	<p>Schools have a well organised and updated library and class libraries. Children know which books to select for their age/ level and have an opportunity to select books for themselves.</p> <p>Children have an opportunity to read a diverse range of texts in different subject areas.</p> <p>Teachers are enthusiastic about books and are knowledgeable about texts.</p>	<p>secure in their phonological knowledge.</p> <p>Y5/6 pupils are assessed using the RWI Fresh Start programme and follow the modules.</p> <p>Throughout KS2 there is a continued use of phonics to support reading, spelling and new vocabulary.</p> <p>Children have access to the complex speed sound chart and it is displayed in the classroom.</p>	<p>with the appropriate stress and intonation. During daily reading and reading sessions teachers model fluent reading and children repeat it back. They also practice re-reading a short text to improve word recognition and fluency.</p>	<p>questions. These will include prediction, questioning, clarifying, summarising, inference and using prior knowledge. A variety of texts will be carefully chosen to give children opportunities to practice these in various contexts and make links between texts and explore themes across books. Children will be supported and scaffolded to use these skills independently.</p>	<p>Assessments will give an accurate reflection of a child's reading age compared to their actual age.</p> <p>RWI assessments are used for phonological skills and Fresh start assessments for Y5/6 pupils if needed.</p>	<p>sessions or Fresh Start sessions.</p> <p>Additional 1:1 or small group Fast Track tutoring should be put in place for the lowest 20% or those not making sufficient progress.</p>
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The strategies we use at St. James' to implement the strands:

1. Developing Language, communication and vocabulary

- Ensure all EYFS staff are trained to effectively support vocabulary and language development with the provision
- Chatterbugs and NELI programmes delivered to children needing additional support with speech and language
- Talk partners are used throughout the school to rehearse talk and the 'cold-calling' strategy encourages all pupils to contribute to class discussions
- Adults modelling the correct use of vocabulary and grammar and developing pupils' language at every given opportunity
- Subject specific vocabulary is taught across the curriculum and is planned to provide progression across the school
- Non fiction texts are also used to support language development across the subjects. Teachers use selected books from <https://www.getepic.com/> to supplement books in schools, including cultural diverse texts
- Tier 2 vocabulary is taught through Talk Through Stories in Reception and Year 1. Thought is given to the teaching of Tier 2 vocabulary from Y2-6.

The Art & Science of Teaching Primary Reading, Christopher Such: Appendix A (pg 158-161) List of Tier 2 vocabulary for Primary

2. Use a broad and balanced approach to developing readers (sharing books and promoting disciplinary literacy)

- Songs and rhymes are taught throughout EYFS. Stories and non-fiction books are planned based on topics and to allow for progression from nursery to reception
- Phase 1 Letters and Sounds and phonological awareness activities are sequentially planned and taught up to Reception. RWI Nursery is taught from the summer term when the children are ready
- Each class has a class library available to the children, with a wide variety of books selected from the main school library. Books have a high profile within school and the school reading challenge encourages children to read regularly at home too
- Pupils know which books to select according to their reading level in all year groups from Reception and are given daily time to read independently in class
- Class teachers read to their class daily to encourage a love of reading, to model good use of expression and expose children to higher level vocabulary
- Subject leaders ensure texts are used to support the teaching in specific subjects, and are supplemented by books on <https://www.getepic.com/>

3. Effectively implement a systematic phonics programme

- Phase 1 Letters and Sounds and phonological awareness activities are sequentially planned and taught up to Reception. RWI Nursery is taught from the summer term when the children are ready
- From Reception to Y2 children are taught RWI daily in homogenous groups ensuring fidelity to the programme. Pupils in Y3 and Y4 are also included in RWI groups until completing the programme
- Y5/6 children that are identified as still needing phonics will receive daily RWI or Fresh Start interventions
- The Reading Leader is responsible for ensuring the success for RWI and coaching staff to ensure children make rapid progress. Keep up, not catch up!
- Pupils read phonetically decodable books linked to the sounds they know. Children need to re-read previously read books to improve fluency. They take home reading books that match the ones read in their phonics lessons.
- Daily afternoon speed sound lessons from Reception to Y2 reinforce phonics teaching
- RWI speed sound/ complex speed sound charts are displayed in all classrooms
- Phonics is used to support the teaching of reading, spelling and new vocabulary in KS2 and all staff have attended RWI phonics training

4. Support pupils to develop fluent reading capabilities and building students' ability to read complex texts

- Children read every day in school and are encouraged to read regularly at home using the 'must, could, challenge' reading challenge. Home reading logs are checked weekly and reading is the focus for homework, particularly in EYFS and KS1
- RWI is shared with parents through meetings, information booklets and parent workshops in school, so that parents can support their children's learning at home
- Children take home a paper copy of the book they have read in class, so that they can reread familiar texts. They also take home 'book bag books' corresponding to the school books, which provides a similar story for additional practice
- To increase fluency in RWI lessons, teachers model and use MTYT to encourage children to repeat sentences chorally or they rehearse with their partners. Regular RWI assessments check on progression of fluency with yellow- grey level readers
- Children who do not read at home or are in the lowest 20% have the opportunity to read 1:1 with an adult regularly in school
- During RWI or guided reading sessions in KS2 teachers model reading parts of text aloud to demonstrate expression whilst explaining voice choices. This allows children to improve their comprehension and encourages them to apply expression in their own reading
- During Talk Through Story sessions in Rec. and Yr1, the teacher uses high quality texts to teach vocabulary and develop understanding of stories

5. Teach reading comprehension strategies through modelling and supported practice

- Children are encouraged to talk about their own experiences, especially in EYFS as a basis for developing comprehension skills
- Teachers rephrase children's answers and get children to repeat using MTTT, developing an understanding of answering comprehension questions
- RWI books have a selection of question types at the end of each book. Some of them require 'Fast Fingers' where children need to find evidence in the text and others involve 'Have a Think' where they can make inferences and predictions. The books in the higher levels of RWI have some questions that the children can answer in writing
- Once children come off RWI, class texts are chosen carefully to develop pupils' comprehension. Different types of questions are taught in context with the text rather than stand alone question types
- Teachers spend time explicitly teaching and modelling their thinking of how to answer the question, supporting and scaffolding pupils with these skills. The children also have opportunities to show they can do this independently

6. Use high quality assessments to ensure all children make good progress

- EYFS uses Chatterbugs and NELI to assess early speech and language and identify pupils needing additional support with speech and language. Interventions are provided for these pupils and progress is monitored
- RWI assessments are carried out by the Reading Leader every half term
- The Reading Leader organises groups and interventions and meets with the staff involved to share the progress and next steps for groups/ children
- The lowest 20% will be identified and will have daily Fast Track tutoring
- Pupils are assessed using the NGRT to acquire a reading age at the baseline and end of each year from Y1-6 to monitor progress
- GL assessments are also used at the end of each year from Y1-6

7. Provides high quality target and structured interventions to help pupils struggling with reading

- EYFS staff are to be trained to support children's next steps through high quality in the moment interactions. Every opportunity is taken to develop children's language around the child's interests. Adults model language appropriate to the child's developmental level
- RWI interventions take place daily in 1:1 or small group Fast Track Tutoring sessions to help pupils 'keep up' and stay on track in Phonics and reading
- Daily afternoon speed sound lessons from Reception to Y2 reinforce phonics teaching
- Y5/6 Fresh Start groups for 20 mins daily for pupils who need additional phonics support

Developing a culture of reading for pleasure

How we implement a culture of reading for pleasure at St. James':

EYFS	<ul style="list-style-type: none"> ● Daily story time ● Lending library- reading for pleasure books ● Parent workshops, 'Read on a Rug' sessions ● High quality books within the provision ● Whole school 'must, could, challenge' reading challenge ● Online RWI subscription
KS1	<ul style="list-style-type: none"> ● Daily story time ● Lending library- reading for pleasure books ● RWI Parent workshops, 'Read on a Rug' sessions ● Class collection of books (authors, non-fiction, poetry, traditional tales) ● Linking books across curriculum areas ● Author visits/ Attending 'The Big Malarkey' reading event ● Whole school 'must, could, challenge' reading challenge ● Summer Reading Challenge, links with local library ● Online RWI subscription
KS2	<ul style="list-style-type: none"> ● Daily story time ● Independent reading sessions ● 'Read on a Rug' sessions ● Class collection of books (authors, different genres) ● Linking books across curriculum areas ● Author visits/ Attending 'The Big Malarkey' reading event ● Whole school 'must, could, challenge' reading challenge ● Summer Reading Challenge, links with local library ● Class novels