



READING AT LEYS FARM

INTENT:

- develop **positive attitudes** towards reading so that it is a **pleasurable and meaningful life-long activity**;
- read and respond to a variety of texts whilst gaining increased level of **accuracy, fluency, independence** and **deep understanding**;
- develop different **strategies for approaching reading** and be able to orchestrate the full range of strategies – **becoming active readers** that can quickly gain meaning from **increasingly complex texts**;
- Use reading skills as an integral part of learning **throughout the curriculum**.

POSITIVE ATTITUDES, PLEASURABLE AND MEANINGFUL LIFELONG ACTIVITY:

- Reading during childhood the biggest indicator of later success (however success is termed: holistic or academic success).

HOW WE ALREADY ACHIEVE THIS:

- Class reading books – fluency(banded) and ‘reading for enjoyment’.
- Reading reward.
- Engaging libraries (genre organised and forward facing) & non-fiction and fiction library.
- Library visits (MB waiting to confirm dates with JK).
- Parents’ Workshops.
- Book talk during VIPERs sessions.
- Weekly Reading assemblies with MB.
- Themed days – Harry Potter, Roald Dahl, Poetry.
- Whole school picture books – displays include examples of reading comprehension and high-quality writing.
- DEAR- Drop Everything And Read

On my action plan: Continue to organise parent workshops termly.

Develop librarian role. Develop an outside reading shed.

ACCURACY, FLUENCY, INDEPENDENCE

How we already achieve this:

- Phonics gaps identified through Little Wandle Rapid Catch-Up Baseline Assessment. Fidelity to Little Wandle planning and we use Big Cat Books as part of the intervention and as a fluency book for children with gaps.
- Fluency rubric tracker for prosody. Score /16 and targets given (pace, phrasing, smoothness or expression).
- Dyslexia Gold and Reading Plus (Silent Fluency).
- Lowest 20% identified and justified (21% of our school – 26 children). MB has worked with each of these children and ensured they are banded correctly for fluency and ensured teachers have notes on how to support them. Lowest 20% are prioritized for reading to an adult and have other interventions in place such as phonics, reading volunteer one-to-one time, extra reciprocal reading and targeted work with SK which RS or ST monitors.

- On my action plan:

Continue to work with staff delivering phonics and provide training. Continue monitoring lowest 20%.

DEEP UNDERSTANDING, STRATEGIES FOR APPROACHING READING

How we already achieve this:

VIPERS Progression with skill-focused lessons. Teachers adapt learning based on findings from test data and marking/feedback.

Vocabulary focus – vocabulary walls in every classroom. Vocabulary revisited and rehearsed.

Guided Reading Carousel with targeted reading activities. Including:

Reciprocal Reading

Fiction with a VIPERS focus

Non-fiction with a VIPERS focus

Echo Read (text marking for prosody)

Reading Plus

Dyslexia Gold

This means our children have directed reading time daily.

INCREASINGLY COMPLEX TEXTS

- Our Reading Spine:

[Reading LTP.docx \(sharepoint.com\)](#)

- Chosen by staff with a mind to diversity and also targeting boys to lessen the gender gap.
- Matched to History/Geography learning units to ensure world-building and creating schema for stronger knowledge.

THROUGHOUT THE CURRICULUM

- Link with writing – text analysis of WAGOLs. GRASP (Genre conventions, Register, Audience, Subject specific vocabulary and Purpose).
- Non-fiction book library.
- National Geographic Magazines and books.
- Analyzing historical sources (Historical Association).
- Bible Stories.
- Research on iPads. (Bits and Bobs).

Little Wandle

Rapid Catch-Up



What is it?

Rapid Catch-up programme is designed for children in Year 2 and above who are not reading at the expected level for their age.

By the end of the Rapid Catch-up programme, children should be reading with enough fluency and accuracy to access the curriculum in class, and to read with enjoyment and understanding.

With Covid, we are seeing more and more gaps in phonic knowledge, affecting fluency and not allowing children to comprehend properly.

Last term:

- We used the Rapid Catch-Up Assessment tool on children we had concerns about. All of Year 3 were screened.

Based on this, our children have been placed into groups. The starting phase is ok to be lower than the majority of children. For example if a group of 6 Phase 5s and 2 Phase 4s – we would begin at Phase 4 as Phase 5 children are still likely to have identified gaps.



Phonics Organisation:



Year 3 are doing mostly whole-class phonic teaching of Phase 5 with the children lower than this in a smaller group with personalised support.



Year 4 have a smaller group of Phase 5 intervention, with some children having personalised support.



Year 5 and 6 can have a larger group of Phase 4 revision and Phase 5 intervention delivered.



This is daily for maximum impact.



- Resources →
- Planning →
- Reading →
- Assessment →

		Quick review		Teach and practise				Practise and apply
		Words and tricky words	Lesson focus	Oral blending words	Independent reading words	Example definitions and sentences	Tricky words	Activities
Phonics	1 (20 mins)	Suffixes –ing, –es looking boxes torches and sure	Adjacent consonants with short vowels: CVCC CCVC	m-u-s-t w-i-n-d b-r-i-ng	best hand lunch crack frog drink	A crack is a line where something is broken. <i>There was a crack in Mum's favourite mug.</i> A frog is a small animal that can live in water or on land. <i>The frog jumped into the garden pond.</i>	said so	Change it: slot lot lost list lift gift Match the words to the pictures: hand gift nest drum frog truck Spelling a tricky word: said
	2 (20 mins)	CVCC, CCVC (short vowels) best frog lunch said so	Adjacent consonants with short vowels: CCVCC CCCVC CCCVCC	t-w-i-s-t s-p-l-i-t s-t-r-a-n-d	grand stamp crisp splash spring strong scrunch sprint strict	To sprint is to run as fast as you can. <i>The athlete sprinted along the track.</i> If someone is strict they expect you to behave very well. <i>The new headteacher was very strict about not talking in class.</i> Grand means large or splendid. <i>The hotel had a grand entrance.</i>	have like	Match the words to the pictures: drink crack stamp crisp spring sprint Read the sentence: Krish put a stamp on his letter to Gran. Spelling a tricky word: have
	3a Review (10 mins)	Adjacent consonants with short vowels	Precision teaching of week 1 words and tricky words					Spelling/Mix it up: help swim bring spend splash strand
Reading practice	3b (10–15 mins)	Decoding: pre-read	Reading practice session 1: Decoding					Reading practice review: Decoding
	4 (10–15 mins)	Prosody: pre-read	Reading practice session 2: Prosody					Reading practice review: Prosody
	5 (10–15 mins)	Comprehension: pre-read	Reading practice session 3: Comprehension					Reading practice review: Comprehension

This week's spellings

greed	boost
sport	clear
stair	expert

Tricky words

some	were

We practice as part of each session and then test on a Friday.

We have seen impact on children that have received this intervention daily.

We plan to re-assess children when phase has been completed – fill in any gaps with future planning.

Re-assessment spreadsheets are used so MB can monitor impact.

Spelling Shed

We believe we need to be teaching our children to apply phonic strategies to spelling whatever age they are. Phonics is never 'completed' and then forgotten about.

We do not simply tell a child how a word is spelt – this is not teaching, we model strategies with them.

Together:

- Break it into syllables
- Break it into phonemes
- Link to any patterns (prefixes, suffixes, root words).

Spelling Shed lessons use this approach:

- Beginning of the week:



Select Stage: Stage 5 / Year 5

List	Step	Planning	Word List	+ Assignment	+ Hive	+ Test
Words ending in '-tious' and '-ious'	Step 1					

Spelling Shed

- Attach meaning to words through discussion.
 - Break into syllables and then phonemes – using any relevant slides.
 - Set assignment, revisit throughout the week & test on Friday – this can just be a game on Spelling Shed or a test between partners.
- Formal testing does not often address those that don't get many right and can be embarrassing. We give children time to practice until they get a higher score and the spelling has been committed to memory.

IMPACT

- Attainment and Progress is improving and more closely aligned to National Standard.
- Less of a gender gap with current cohorts than previous.

On the English Action Plan:

Continue to work with SENCo to monitor those not reaching ARE, ensure targeted interventions are in place to boost progress.

Continue to provide regular training to ensure interventions are of high-quality and diminishing gaps.