



Queensgate's Reading Strategy

Intent

At Queensgate we believe that **reading** is a fundamental skill that is crucial for a successful, happy life. Our intention is that all pupils are fluent, independent readers by the time they leave our school. We teach all of the skills needed to become a reader, starting with phonics in the early stages and leading to comprehension skills such as inference and retrieval as the children progress.

Implementation

We dedicate at least 2.5 hours per week of curriculum time to the teaching and practising of reading. All children have daily opportunities to read and understand the importance of the skill.

EYFS/KS1

Early reading is taught across EYFS and KS1 using the 'Teach Hub' SSP. SSP stands for Systematic Synthetic Phonics, it is an approach which teaches children to recognise letters (graphemes) and their associated sounds (phonemes). We adopted and trialled Teach Hub in 2022/23 and since have made great efforts to ensure consistent and effective delivery, with fidelity to the SSP. All staff and volunteers, who support children with their reading, receive training in phonics and best practise for listening to children read.

All children receive exposure to the main teaching input and staff work with targeted groups to enable all pupils to learn at a rate that is suitable for their needs. The lowest 20% of readers in each class are being taught phonics by the most skilled phonics practitioners in the class and have additional reading support. Teachers and TAs use phonics tracker to regularly assess pupils' progress and identify any gaps that need to be filled.

We have recently invested over £10,000 in updating and restocking our reading books for EYFS and KS1. All children can now take home carefully

Queensgate's Reading Strategy

selected books so they can practise the graphemes they have learnt in school, in line with their phonic stage.

EYFS teachers deliver phase one phonics to the pre-school children at Seashells, during the summer term, to ensure that the children coming up to Queensgate are ready to start their phonics journey. Staff have created videos showing the teaching of pure sounds, blending, tricky words and sentence reading, which are uploaded to Class Dojo to support parents to hear their children reading effectively, additionally they hold face to face workshops for parents to help them support their children with phonics at home.

KS2

Early reading continues to be taught for those that need it, using Teach Hub materials in lower KS2, with additional support from the Talisman Series which is a phonics scheme designed for older pupils. In Year 3 the English lead teaches the phonics intervention group twice a week with follow up activities lead by TAs across the year group. Children have access to books that enable them to practise the graphemes they have learnt. School staff, including volunteers from School Readers project, hear the children reading frequently.

The lowest 20% of pupils are identified and are priority readers in each class. They receive additional focused reading with adults in school and other relevant interventions- such as phonics catch up, additional small group guided reading opportunities and targeted activities responding to their individual needs. Special books and programmes designed to support pupils with dyslexia are used effectively in addition to precision teaching.

Guided Reading

Guided reading lessons in KS1 largely follow the Teach Hub guided reading scheme in addition to well-chosen adult-read shared texts. The aim is to instil a love of reading, introduce new vocabulary and develop early comprehension skills such as retrieval and prediction. Strategies

Queensgate's Reading Strategy

including echo and choral reading are used to encourage all readers to develop their intonation and performance reading skills, focusing on pitch, pace, punctuation and 'leaning for meaning'. Children are immersed in book talk and are keen to share their recommendations.

In KS2, guided reading lessons focus on learning, developing and applying specific skills as well as being an opportunity to read longer class books at greater depth. In addition to Teach Hub guided reading materials in Year 3, we use texts that challenge the reader and support the learning in other subject areas whilst developing their understanding of structures and vocabulary. The guided reading week includes the explicit teaching of the skills or domains that are essential for fluent reading. These include: fluency, retrieval, inference, prediction, summary, clarify, language for effect, respond and explain, and conventions and themes. Teachers model fluent reading, including appropriate pace and prosody. Choral reading techniques such as echo and shared reading are used to ensure that children are able to read with fluency and intonation. Fiction and non-fiction texts, including heritage and modern prose, are well selected to develop the children's understanding of vocabulary and the structures, including punctuation, that are in place to enable us to read for meaning. Comprehension skills are practised and applied throughout the week in addition to opportunities for book talk, recommendations and reading for pleasure.

Assessment

Attainment and progress in reading is assessed using a range of tools, which include: phonics tracker, phonic screen, listening to pupils read, calculating reading ages (SALFORD/FFT), formative assessments such as comprehension tests (SATS/ Headstart), scaled scores, gap analysis and the multidimensional- fluency scale. The data gathered allows us to promptly identify gaps in individuals learning and wider strands that inform the focus of subsequent units of teaching. Children who are working below ARE in reading are targeted and their progress is monitored frequently by SLT, English Leads and the class team.

Queensgate's Reading Strategy

Creating a positive culture for reading

At Queensgate we endeavour to promote a love of reading beyond the classroom. We engage parents by inviting them into school where we share guidance of how to effectively hear their children read and communicate our beliefs regarding the importance of practising reading at home. Children are provided with books which are appropriate to their reading level. For early readers that means books which contain the graphemes they have previously been taught in class and for more fluent readers choices are age and stage appropriate. We promote the principle of 'at least three reads' for early and developing readers. We have various incentives to promote reading at home. These include, for example, book raffles where children receive a raffle ticket each time it is signed in their reading record book to say they have read at home.

Each class has an area in their room dedicated to reading, promoting books and opportunities to read. Focus learners are encouraged to recommend their favourite books each week, alongside the teacher's suggestions and books related to the topics or themes the children are learning. EYFS have various reading areas or 'book nooks' including outside in the treehouse at The Patch. Our Out and About curriculum supports reading in real-life contexts, in addition to strengthening themes in class texts and extending vocabulary knowledge.

The children's reading diet consists of age appropriate fiction, non-fiction and poetry- including heritage and modern texts. They regularly have books read to them by their teachers in all year groups and their learning in English is inspired by good quality, well chosen texts.

In addition to regular visits from the mobile library van, our well-stocked library is accessed by all pupils and we keep our selection of books fresh and appealing. Displays of new books are updated frequently to inspire and introduce children to different authors, to facilitate book talk, recommend books and share book reviews. We subscribe to the School's Library Service to ensure we have access to the best selection of books linked to the topics taught in classes and, in KS2, each year group has a class set of sports related books to share.

Queensgate's Reading Strategy

We have developed strong links with our local library in East Cowes and the librarian is a frequent visitor to the school, hearing children reading and sharing stories with the younger children. We promote the library's holiday reading challenges in addition to running our own to coincide with book fairs in school.

We have a well-established 'Borrow Box' which has been set up to encourage pupils, parents and staff to donate books they no longer read and take books they wish to read, thus ensuring that all of our pupils have access to free books to read in their homes. When children receive 200 dojos, we reward them with a new book of their choice which gets presented in assembly- this not only serves to recognise their success but also reinforces the Queensgate belief that books are to be valued and celebrated.

Local and international authors and poets are invited into school to share their books and love of reading with the intention of inspiring our pupils to become readers and writers. We have developed excellent working partnerships with Peter Murray who frequently visits our school to share his new 'horror' books with KS2 pupils, and his son, Simon Murray, author and illustrator of many KS1 books. We invite performers and drama groups to present classic stories in person and online, ensuring that all pupils have the opportunity to experience books at their best. KS2 have also participated in author led webinars and have excelled in their workshops. One pupil came 2nd in a county wide competition, inspired by one such visit as part of the Isle of Wight Story Festival.

Every year we celebrate World Book Day and encourage the whole school community to dress as book characters and share their love of reading.

The culture for reading at Queensgate Foundation Primary School is positive, purposeful and inspiring.