

READING AT THRUPP

INTENT

At Thrupp, reading lies at the heart of our curriculum. We aim to promote curiosity and the love of reading by giving children the opportunity to read and enjoy a wide range of high-quality texts by a range of local, national and international authors, including those from our literacy heritage and books from different cultures and traditions. We want to ensure all children are able to leave our school as fluent, life-long readers who read for enjoyment and for information.

IMPLEMENTATION

Our approach to teaching reading is an equitable one: we provide research-informed universal provision and additional 'targeted' academic strategies for those children at risk of underachievement. This way we can be sure that our reading strategy is built around inclusivity, aspiration and curiosity.

To ensure all our pupils can experience high-quality texts throughout their time at Thrupp, our whole school long-term reading overview for each class ensures coverage and progression across the school of a wide range of texts which include popular children's authors, classics from our rich culture heritage and a wide range of non-fiction and poetry. These texts link to different curriculum areas where appropriate and build children's cultural capital.

PHONICS AND EARLY READING:

At Thrupp School, we believe that all our children can become fluent readers and writers. This is why we teach reading through **Little Wandle Letters and Sounds Revised**, which is a systematic and synthetic phonics programme. We use Little Wandle Foundations in Nursery and start teaching phonics in Reception. We follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- We use regular assessments to identify the gaps in their phonic knowledge and teach to these using the Daily Keep Up and Rapid Catch Up resources.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

- In Years 2 and 3, we continue to teach reading using decodable books for any children who still need this. When ready, we move children onto Little Wandle Fluency books. These sessions follow a similar pattern involving word reading, vocabulary, reading aloud, prosody, repeated reading and comprehension.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Whole-Class Guided Reading

From Year 3 to Year 6, the children take part in four whole-class reading sessions per week. These sessions allow all children to be immersed in the same high-quality literature and the discussions that these texts promote. The whole class can share the enjoyment of a particular text and learn from one another as well as the adults in the room.

Three high-quality texts are read across the year by each year group. These whole class reading sessions ensure a balance of reading fluency (accuracy, stamina, prosody), discussion based learning and written comprehension. High quality inclusive teaching strategies are deployed using the EEF's 5 a-day guidance to adaptive teaching.

At Thrupp, we have taken the National Curriculum requirements for reading and created our own list of specific reading skills that we feel are essential in enabling a child to become a confident reader: fluency and expression, inference, prediction, explanation, understanding vocabulary, retrieval, summarising, context and background knowledge, authorial intent.

Reading for Pleasure

At Thrupp Primary School, reading for pleasure is a central part of daily life. Timetabled sessions where adults read a story to the whole class and regular free reading time allow children to enjoy books individually, in groups and as a whole class. Informal book talk happens on a daily basis. Class challenges and initiatives spark excitement around reading, while events like World Book Day, author visits, and special assemblies celebrate the joy of books and inspire a love of reading in every student.

To ensure children have access to a wide range of high- quality texts, every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

We are fortunate to have a fully functioning library at the heart of our school. The children visit it on a regular basis and it is open lunchtimes and after school to allow children and their families to borrow and browse.

IMPACT

Through the teaching of systematic phonics and reading practice sessions, our aim is for children to become confident and fluent readers by the end of Key Stage 1. By the end of their time at Thrupp School, we aim for all children to be able to read at a standard in line with their age-related expectations across the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. As a Year 6 reader, transitioning into secondary school, we aim for children to be fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.