

How we teach Reading at High Littleton Primary School

Reading is a top priority at High Littleton and is at the core of everything we do. Reading is the key to the whole curriculum and we aspire for all children to leave High Littleton as children with a life-long passion for reading.

Across the year, children will be exposed to a range of text types as highlighted on our Long Term plan. A diverse range of authors are used with a variety of protagonists and characters to represent the diversity of Great Britain.

We ensure that each class reads at least one whole class text a term. Each child from Year 2 - 6 will each have a copy of the text so that they can follow and develop their own fluency and prosody by having it modelled to them by the class teacher.

EYFS and KS1

Reading is taught through phonics using our scheme **Unlocking Letters and Sounds (ULS)**. This is taught daily. The lessons follow the following structure. Revisit, Teach, Practise, Apply, Revise

Alongside the daily phonics teaching, children will also take part in a weekly individual reading session with their class teacher. These books will match the children's reading ability level and will give the teacher the opportunity to listen to individual readers, model fluency and prosody and ensure comprehension of the text.

During Year 2, some children will progress to the **Accelerated Reader** programme.

Accelerated Reader

From Year 2 to Year 6, children will, each term, complete a Star Reader assessment. This will give each child a ZPD. All books in school have a ZPD and children will choose to read a book within their ZPD range. Once they have completed a book, they are then required to take a book quiz to ensure that they can comprehend what they have read.



Each term, parents receive a report which details the amount of books that the children have read and how well they are progressing in their book quizzes.

Assessment

Formative assessments take place during the lesson at the point of learning when teachers offer live feedback. Where appropriate, during comprehension lessons feedback and marking happens and children will mark their own work using purple pens and any misconceptions will be discussed and challenged.



Summative

In years 1, 3, 4, and 5, NFER assessment will be used three times per year in Term 2, Term 4 and Term 6.

In years 2 and 6, SATs papers will be used during Term 2, 4 and the summer terms. This data allows teachers and senior leaders to track progress and this informs next steps for lessons and interventions.

STAR Assessments are completed six times a year as part of the Accelerated Reader system.

YARC Assessments are used to assess those who are falling behind. These children become priority readers.

Additional Learning

Children are expected to read at home at least three times per week. Parents are encouraged to listen to and discuss the text with their children often.

Interventions are bespoke to each class and will be designed in collaboration with Teachers and TAs.

Guided reading groups are used for targeted groups.

Additional 1-1 reading happens with school staff and volunteer adults for those children identified by teachers.

Nessy programme is used where required for targeted children.