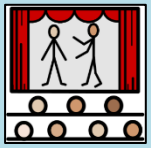
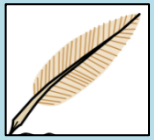
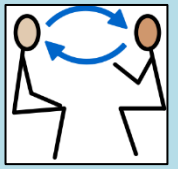
Reading Implementation Document
How is reading taught at Albrighton?

Decoding	Reading Range	Text Familiarity	Poetry and Performance	Word Meaning	Understanding
					

Inference	Prediction	Authorial Intent	Non-fiction	Discussion
				

EYFS and Key Stage 1	**1. Systematic Synthetic Phonics:**
	Objective: Ensure that all children develop strong phonemic awareness and decoding skills through a structured and consistent approach to phonics teaching.
	• **Programme Choice and Structure:**
	  ○ We have selected 'Success for all Phonics' as our systematic synthetic phonics programme.
	  ○ Phonics starts from day one in EYFS, focusing oral blending and segmenting, hearing sounds, letter sounds and letter-sound correspondence, progressing gradually to blending sounds to form words.
	  ○ The teaching of phonics is prioritised daily.
	• **Daily Phonics Sessions:**
	  ○ Daily, focused phonics sessions are delivered, ensuring repetition and consolidation of previously learned GPCs.
	  ○ The children begin by learning phonemes (individual sounds), followed by graphemes (the written symbols for these sounds), and progress to blending sounds together to decode words.
	  ○ Our children learn 'red words' alongside decoding skills.
	• **Phonics Books:** Our FFT phonics books are matched precisely to pupils' GPC knowledge ensuring that they do not encounter phonemes that they haven't been taught. Within the books there are also opportunities to consolidation previous learning. We also use Bug Club books and again, these are

matched to children's phonic knowledge ensuring that they use decoding as their primary reading strategy.

- **Phonics Progression:**
  - The phonics scheme is introduced in small steps, with early instruction on single sounds, moving onto digraphs (two-letter combinations) and trigraphs (three-letter combinations), allowing children to blend and segment words with increasing complexity.
- **Assessment:**
  - Ongoing formative assessment through observations, phonics games, and quizzes ensures that children's progress is tracked. Children are also assessed more formally every 6-7 weeks to ensure that teachers have a firm understanding of where children are.
  - Those who require additional support receive targeted interventions, including small group or one-on-one phonics sessions ensuring they keep up.
  - Teaching is adapted to meet the needs of all children.
- **Year 2- Spelling with the Jungle Club**
  - Across the first terms of Year 2, pupils spend time consolidating their phonics learning from Year 1.
  - Within the Scope and Sequence document, teachers can clearly see which new skills are taught across each term and how they are broken down week by week. All the Year 2 common exception words are covered and, every week, there is a special skill that includes contractions, homophones, or singular possessive apostrophes.

2. Shared Reading:

Objective: Develop children's comprehension and fluency by sharing books and stories, promoting active engagement with texts.

- **Daily Shared Reading Sessions:**
  - Adults read aloud to the class daily, using a range of age-appropriate texts, including picture books, stories, and non-fiction texts. These sessions should be interactive, with children encouraged to join in with repeated phrases or predict what might happen next. We use the FFT Shared Reading Scheme to ensure that these books are matched to children's phonics knowledge allowing them to consolidate the knowledge and skills they have learnt within their phonics lessons.
- **Modelling Reading Strategies:**
  - During shared reading, teachers model how to track words on the page, use expression, and engage with the text to build comprehension. Questions are asked about the story to promote thinking and discussion about characters, events, and emotions.
- **Interactive Reading:**
  - Children are encouraged to point to words as they are read, ask questions, and predict outcomes. This helps build a connection between the written word and spoken language, enhancing their understanding of story structure and vocabulary.
- **Exposure to a Wide Range of Texts:**
  - A diverse selection of high-quality picture books, including well-loved classics and contemporary stories, is used for shared reading, with careful attention to ensuring diversity in authors, characters, and themes.

3. Echo Reading:

Objective: Support children in building fluency and confidence in reading through repetition and teacher-led modelling.

- **Echo Reading Structure:**

- We follow the FFT Shared Reading Programme, which links directly to our 'Success For All' phonics scheme.
- Each text is carefully sequenced to include the GPCs and red words that children have learnt during phonics lessons.
- The teacher reads a sentence or short passage aloud first, and the children "echo" the sentence or passage back, repeating it after the teacher.
- This technique supports children's understanding of rhythm, fluency, and expression, giving them the opportunity to practice pronunciation and phrasing.

- **Repetition for Fluency:**
  - Echo reading is repeated multiple times with different texts to reinforce decoding skills and improve reading fluency. This repetition helps children to recognize words and develop confidence in their reading abilities.
- **Gradual Release:**
  - Initially, the teacher models the entire passage. As children grow in confidence, they may begin to take more responsibility, reading some sections independently after the teacher's model, ensuring a gradual release of responsibility.

4. Cultivating Good Early Reading Habits:

Objective: Establish a strong reading culture where children develop positive reading habits that they carry into their future learning.

- **Creating a Print-Rich Environment:**
  - The classroom is set up with various print materials, including posters, labels, word walls, and reading corners, where children can engage with print both actively and passively.
  - High-quality texts, such as picture books, rhyme books, and alphabet charts, are readily available for children to explore independently or with an adult.
- **Developing a Love for Reading:**
  - A key aspect of fostering early reading habits is cultivating a love of books. Teachers regularly read aloud to children, provide opportunities for free reading, and celebrate books in exciting and creative ways (e.g., author visits, storytelling sessions, dress-up days themed around books).
  - Children are encouraged to handle books gently, understand their structure (cover, title, author), and use books as a source of pleasure and learning.
- **Parental Involvement:**
  - Parents are encouraged to read with their children at home, providing a strong link between school and home. Parents receive regular updates about their child's progress in reading and are given guidance on supporting their child's reading development. Parent workshops support parents to understand how children learn to read.

5. Using High-Quality Texts for Literacy Units:

Objective: Engage children with diverse, high-quality literature to develop their reading, comprehension, and language skills.

- **Selection of Texts:**
  - Literacy units include a carefully curated selection of high-quality texts, focusing on both fiction and non-fiction, to broaden children's experience and language development. These texts are chosen to reflect diverse cultures, experiences, and topics, fostering empathy and

	curiosity. ○ Texts are selected for their literary merit, age-appropriateness, richness in vocabulary, and ability to spark discussion and imagination. ○ Literacy units start with a hook. • **Integration with Other Areas of Learning:** ○ Reading activities are linked to other areas of the EYFS curriculum, such as understanding the world, expressive arts, and personal, social, and emotional development. Books are used to introduce and explore topics such as seasons, emotions, animals, and community, linking reading with real-world learning. • **Literacy Planning:** ○ Literacy planning ensures that each unit incorporates multiple opportunities for reading, discussing, and responding to books. These responses might include retelling stories, drawing scenes, acting out events, or creating own stories inspired by what they've read. • **Extension of Vocabulary:** ○ During literacy lessons, emphasis is placed on extending children's vocabulary by introducing new words through reading, discussing their meanings, and providing opportunities for children to use them in different contexts. Our EYFS and Key Stage 1 reading strategy is designed to give all children the skills, knowledge, and enthusiasm to become lifelong readers. By combining systematic phonics teaching, shared reading, echo reading, and the use of high-quality texts, we aim to build strong early reading habits that support children's literacy development across all areas of the curriculum. By fostering a love for reading and ensuring children have access to a wide range of texts, we are laying the foundation for their future success in education and beyond.
Key Stage 2	**Text Selection & Immersive Reading:** ○ **High-Quality, Ambitious Texts:** We carefully choose a diverse range of high-quality fiction and non-fiction texts that are rich in language, culture, and themes. These texts serve as the foundation for reading lessons and inspire writing opportunities. Texts are selected to immerse pupils in complex ideas, diverse characters, and varied settings, creating opportunities for pupils to make meaningful connections to their own experiences and the world around them. ○ **Linking Reading and Writing:** Writing tasks are directly linked to the texts studied, allowing children to explore and recreate the world of the book through their own words. This could include activities such as writing letters from a character's perspective, describing new settings based on the text, or composing a scene that expands the narrative. **Exploring the 'hinterland' of a text:** In Key Stage 2, exploring the "hinterland" of a book refers to delving into the deeper, often contextual, elements surrounding the text that enhance a child's understanding and appreciation of the story. This could include historical context, cultural elements, geographical settings, author background, and themes that are not explicitly detailed within the story. Exploring the hinterland of a book is a way of connecting the story with the broader world, enabling pupils to understand and engage with the text on a deeper level. It helps pupils gain a fuller understanding of the narrative and its context, making the reading experience more immersive and meaningful. **Vocabulary Development & Language Immersion:** ○ **Word Exploration:** Vocabulary development is a central focus of our reading lessons. We intentionally select rich vocabulary from the texts and introduce these words in context. Teachers model how to explore word meanings through definitions, context, and etymology, ensuring that pupils understand how words are used in different contexts.

- **Vocabulary Games & Strategies:** Vocabulary activities are woven into the daily reading routine, such as "word of the day," semantic mapping, and vocabulary journals. These activities help to reinforce understanding and ensure that pupils can use new vocabulary in both speaking and writing.
- **Reading for Language Features:** Pupils are encouraged to explore language features within texts (e.g., similes, metaphors, personification, or alliteration), allowing them to see the impact of language choices on meaning and tone. This exposure helps to elevate their own language use in writing.

3. Immersive Learning through Exploration of Characters, Settings, and Context:

- **Character and Setting Exploration:** Reading lessons focus on deepening pupils' understanding of the characters and settings in the texts. Pupils are encouraged to make inferences about character motivations, actions, and relationships. They also explore how settings influence the plot and tone of the story, connecting this understanding to their own writing.
- **Contextual Understanding:** Through discussions and activities, pupils explore the context in which the story takes place, including historical, social, or cultural aspects. This exploration enhances their comprehension and enables them to relate the story to wider themes and real-world experiences.

4. Integration with Writing Journeys:

- **Creative Writing Opportunities:** Writing opportunities are embedded throughout the reading process. As children engage with texts, they use what they've learned about character development, setting, and narrative structure to inform their writing. Writing prompts based on the texts encourage children to express their ideas creatively while applying their understanding of literary elements.
- **Focused Writing Activities:** Teachers design writing activities that reflect the themes and structure of the texts being read. For example, pupils may write a diary entry from the point of view of a character, craft an alternative ending to the story, or produce a detailed description of a setting using newly acquired vocabulary.

5. VIPERS Model & Reading Comprehension:

- **VIPERS Reading Strategy:** Our approach to reading comprehension is structured around the VIPERS model (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising). Each reading lesson focuses on one or more of these skills, encouraging pupils to delve deeper into texts and develop critical thinking. Teachers model each strategy and provide regular opportunities for pupils to practise these skills through discussion, written responses, and group work.

6. Cross-Curricular Links:

- **Contextual Learning Across Subjects:** The texts chosen for reading also provide rich cross-curricular links. For example, a non-fiction text about space might align with science lessons, or a historical novel could link to history. This approach ensures that reading supports broader learning, helping pupils make connections between different areas of their education.