

Priory's Approach to Reading 2025-26

It is our moral duty to ensure that all children, regardless of gender, ethnicity, level of disadvantage or need, leave Priory being readers. This is not only children with the ability to read but children who enjoy reading and understand the important role it plays in their success.

Priory staff understand that, in order to become a successful reader, pupils need to be good at word reading (decoding) and have good language comprehension. These aspects of reading are equal in importance and our approach to the teaching of reading reflects this.

Language Comprehension (Understanding)

Oracy

At Priory, Oracy plays a vital role in teaching and learning. We believe that the ability to communicate articulately; listen actively; and learn to, and through, talk is a fundamental part of the learning process. Oracy underpins the development of reading and writing and is therefore the key to progress in all areas of the curriculum.

Language Acquisition

All staff recognise the need to reduce the language gap and understand the importance of talk in terms of vocabulary exposure and acquisition. From the earliest stages of education (Nursery), we help the children to broaden their vocabularies in language-rich environments. This is achieved by:

- Every classroom containing a book corner which is stocked with carefully selected fiction and non-fiction texts.
- Opportunities in all areas of the curriculum being sought to allow children to learn through speaking and listening.
- Structured conversations with our pupils being explicitly taught and a vital part of the weekly timetable.
- Providing our pupils with experiences, both real and imagined, to increase their wider knowledge and vocabulary.
- The use of Grandma Fantastic in EYFS and KS1 to ensure that language exposure is aspirational in pitch.
- Newly-taught vocabulary being accessible as part of continuous provision including the outdoor, small world and role play areas.
- All staff modelling high levels of communication.
- Regular time allocated for sharing stories with our pupils.

Sharing Stories

Stories are portals to new worlds. They allow children to understand themselves, their emotions and the world around them. Through stories, children learn to empathise with others and are taught to respect all people. Priory recognises the importance of stories on the overall development of a child and places them at the heart of all of reading teaching.

In EYFS and KS1, daily story time is timetabled. In KS2, time is set aside to share class readers with the pupils. This is additional to all other forms of reading teaching and is time for staff and children to enjoy the power of a brilliant story. Stories are carefully chosen by teaching staff and are prepared in advance. This allows teachers to familiarise themselves with the text and to model pace and expression. The stories we chose reflect the diversity of the children at Priory and allow children to see themselves represented in literature. Children are also exposed to perspectives different from their own and this is a vital part of them understanding the beauty and importance of difference.

Stories are read and re-read to allow children to learn the patterns and rhythms of stories. Repetition also allows children to develop their 'second tier' vocabulary and their comprehension. Revisiting stories may include the use of drama or activities to help the plot and characters become memorable.

In addition to this timetabled story time, stories are shared with our pupils in a wide range of formats including:

- 1 to 1 reading,
- reading practise sessions,
- reading fluency sessions,
- and shared reading.

Poetry, Rhymes and Songs

Poetry is many children's route into reading. Its rhythms and patterns introduce children to a range of reading skills. Being so integral to a child's acquisition and exploration of language means that specific time must be given to sharing poems with our pupils.

From the earliest stages of education at Priory, children are exposed daily to poems, rhymes and songs. This is a huge part of our daily practise which begins in EYFS where rhymes underpin reading. In KS1, classes explore the poem of the week which builds up children's vocabulary and knowledge of rhyme, rhythm and poetic techniques. The poem is read every day with the children who learn it as the week goes on and add actions before performing.

In KS2, the exploration and celebration of both classic and contemporary poetry takes many forms. Each year group in KS2 has a specific English unit which has poetry at its heart. Children are taught to listen to, analyse, learn by heart and perform poetry as well as becoming poets themselves when creating their own poems. Poetry is also used by teachers to support other areas of the curriculum; assist the children in acquiring new knowledge; and can also be shared with classes for the sheer joy of a poem.

Word Reading (Decoding)

Phonics

At Priory, we use a phonics first approach to teach our children how to word read. We have adopted the *Little Wandle Letters and Sounds Revised* scheme as our systematic synthetic phonics programme (SSP) and this ensures that we have fidelity in our approach.

Our phonics teaching begins in Nursery and our aim is that, by the end of Key Stage 1, all children will have learnt strategies and rules to support reading and spelling. We teach the children grapheme-phoneme correspondences (the sounds that letters make) and how to sound out and blend words for reading. The children also learn how to segment words into sounds in order to spell.

Phonics is taught through daily discrete phonics lessons for all children in EYFS and Key Stage 1 but children are also given opportunities to apply, explore and practise their reading and spelling skills throughout the curriculum. Phonics is delivered to the whole class; however, pupils in our Orchard or those accessing our Woodland provision may be taught phonics in this smaller group to best meet their individual needs. We also use the Little Wandle SEND programme for pupils that require this provision.

In order to ensure that our phonics teaching is the best that it can be, we have a rigorous training programme that guarantees all staff are confident in the rationale for teaching SSP as part of their teaching of reading and can plan, deliver and assess phonics sessions to a high level.

Decodable Books

Decodable books are texts that contain specific knowledge which our pupils have been taught. This knowledge consists of phonics, the blending strategy and also 'sight' words.



To support our children develop and apply their phonetic knowledge, we give them the opportunity to read decodable books both at home and in school. Our decodable library has been published by HarperCollins (Collins Big Cat) and is matched perfectly to the Little Wandle progression. This supports pupils at each of the Letters and Sounds phases and the books are organised accordingly. Our decodable library contains an exciting mix of stories and non-fiction to foster a love of reading in all children and is accessible both physically and electronically.

Reading Practice Sessions

As per the *Little Wandle Letters and Sounds Revised* SSP, all children in Reception, Year 1 and Year 2 will complete reading practice sessions in addition to phonics lessons. These sessions ensure that reading skills such as decoding, prosody and comprehension are specifically taught to all pupils. Pupils are grouped according to their reading level (determined by frequent Little Wandle assessment) and read with an adult a minimum of three times a week.

'Tricky' Words

While strong phonetic teaching and application allows our pupils to become more fluent readers, there are some words that children need to be taught to read accurately and at a glance without the need to decode. At Priory, we call these words 'tricky words'.

While there are over 300 of these commonly used words to learn, we do not expect our pupils to memorise and practise long lists of these in one go. As part of our SSP, 'tricky words' are introduced gradually and appropriately to our children to support their reading fluency.

Ensuring that Every Child Becomes a Reader

Supporting Children to 'Keep Up'

The teaching of phonics is delivered to a whole class and is fast-paced. For some of our pupils, this can be difficult. At Priory, we are passionate that every child becomes a reader and feels successful in their reading. For this reason, children that may be struggling with phonics are identified as early as possible through regular assessment and support is put in place to help the child keep up with their peers.

In the first instance, this support will come in the form of extra time for the children to practise their phonetic learning with a trained member of staff. We ensure that this extra practice is consistent with our SSP to ensure that different structures/vocabulary are not hindering our pupils. As much as possible this practice takes place at a regularly timetabled slot in a quiet and supportive environment. This extra practice may be 1:1 or small group depending on the needs of the learners.

Supporting Children to 'Catch Up'

In some cases, pupils need to access *Little Wandle* Catch Up interventions in order to continue progressing in their reading journeys. The children that benefit from this intervention are identified through the *Little Wandle* assessments that take place every 6 weeks. Catch Up interventions are then delivered individually or in small groups by trained members of staff.

A child accessing Catch Up intervention is assessed more frequently (every three weeks) so that we are able to assess the effectiveness of the intervention and make adaptations/changes as necessary.

Individual Readers

While we recognise that individual reading can be time consuming, it is essential to rapid reading progress and, therefore, dedicated time is allocated to this for pupils that we feel would benefit from this additional support. Individual reading is largely used to support readers who may be struggling in KS2 to meet their potential.

Pupil Premium children and children not reading regularly at home also read regularly with a member of staff even if they are reading at the expected standard as we know how valuable this process is to the child's development.

Support for Older Pupils

On occasion, some of our older pupils struggle to become readers and it is vital that these children feel success in their reading before they leave us in Year 6. Through conversation, observation and assessment we identify the reason that the child is struggling. It may be that the child:

- Has not completed a full SSP and this is hindering progress
- Has been educated in a different country and has EAL
- Has S.E.N.D.

In the first instance, a phonic assessment in line with our SSP would be carried out to identify any gaps in the pupil's knowledge. To support pupils with EAL, we use *Learning Village* to help accelerate English language acquisition. This platform identifies the child's current knowledge and monitors progress in speaking, listening, reading and writing proficiency. The pupil also has access to bilingual books, which support their transition to English while celebrating their mother tongue.

It is important for us to determine whether the child has a difficulty with word reading, language comprehension or both as different kinds of teaching are needed for each. Support for older pupils consists of intensive individual or small group reading support and is designed to help children make rapid progress to 'catch up' with their peers as opposed to being used indefinitely. For this reason, all progress in intervention is monitored closely.

We feel strongly that older children that are struggling with reading should still be able to listen to and discuss the same texts that their peers read in their English lessons. While we recognise that asking these pupils to read the books independently would be demoralising, we feel that our supportive, whole class shared reading sessions make ambitious texts accessible to all pupils and therefore all pupils remain in the classroom for these.

Children with S.E.N.D.

Pupils with S.E.N.D. that integrate fully into our mainstream classes access the same reading teaching as their peers. Appropriate scaffolding, adult support or intervention is put in place to suit the child's individual need. Some of our pupils learn in our Orchard or Woodland.

It is incredibly important to us that pupils learning in our Orchard and Woodland leave Priory as readers just the same as their peers in mainstream classes. Our expectations for these pupils are high while considering their individual needs and reading teaching is prioritised as we know that this is the route to accessing all other areas of the curriculum and the wider world.

Communication is at the heart of all teaching and learning in the Orchard and Woodland. The children learning in these environments are given every opportunity to develop their Oracy skills through play and across the curriculum. Some of our pupils are non-verbal communicators however informed strategies are put in place to ensure that they are able to demonstrate that they are readers by the time that they leave us. This largely relies on pupils demonstrating their understanding through a range of interactive activities or with technological support.

We nurture a love of reading in all our pupils so children learning in the Orchard and Woodland also have access to classroom book corners; timetabled slots in The Enchanted Library; and daily story time with the adults that work with them.

Children with S.E.N.D. have daily SEND phonics lessons delivered by trained members of staff and these follow the structure and use the resources of our chosen SSP. Pupils are able to access the decodable libraries physically and electronically so they have an opportunity to apply their new knowledge. Children in our Orchard and Woodland are also able to access the most appropriate form of reading teaching to them. This may be individual reading; reading practise sessions with an adult; or whole class shared reading.

Building on Strong Foundations: KS2

By the time that the children reach KS2, most of our pupils are on their way to become confident readers who enjoy reading and recognise its importance in their success. For pupils that have struggled to learn to read in KS1, appropriate support is given to help them 'keep up' or 'catch up' with their peers. See 'Ensuring that Every Child Becomes a Reader'.

Reading Fluency Sessions

Following the successful implementation of *Little Wandle* as our SSP, we have also adopted the *Little Wandle Fluency* scheme. This is to ensure that focused time is given in the timetable to allow adults to read with every pupil and to continue to develop our children's reading skills. *Little Wandle Fluency* only begins once pupils have progressed through the different phases and sets of decodable books. For most pupils, this is around the spring term of Year 2. Fluency sessions will then continue through Year 3 and until pupils have completed the 10 stages.

Fluency sessions are pre-planned and progressive developing pupils' number of words per minute as well as continuing to support prosody, vocabulary acquisition and comprehension. Sessions are timetabled to ensure that all pupils read with an adult a minimum of twice a week.

The introduction of *Little Wandle Fluency* has been a great success, with noticeable improvements in pupil engagement, enjoyment of reading and overall success rates. Children are more enthusiastic and confident readers, benefiting from the consistent, well-structured sessions delivered two to three times a week. Staff feedback is positive, overall feeling happier and more confident in delivering these sessions, where they feel supported by the clear planning, organisation and training. The structure of these lessons, not only enhances reading fluency but also provides valuable opportunities for staff to develop pupils' verbal and written comprehension skills, leading to deeper understanding and stronger overall literacy outcomes.

Shared Reading

Following Fluency, the primary way that reading skills are taught and developed across KS2 is through shared reading. This is a whole class reading approach, which is timetabled explicitly three times a week but is also built into other curriculum areas to support the children's learning.

Shared reading follows a clear structure (see *Figure 3*), which provides pupils with the opportunity:

- to hear the pace and expression of effective reading modelled to them by an adult,
- to make increasingly accurate predictions about a text based on clues given,
- to read allowed as a class,
- to clarify and learn unknown vocabulary,
- to clearly summarise what they have read,
- to practise their retrieval skills,
- and to develop their comprehension skills orally.

Staff are confident in selecting high quality, language-rich texts which can be standalone or linked to the overarching topic. Shared reading is inclusive, supportive and a favourite subject of many of our pupils and staff.

Further Reading Opportunities

As in EYFS and KS1, reading is at the heart of all teaching in KS2. All English units are text-led and we have worked to ensure that texts are high-quality, diverse and engaging. Half of our reading units are based on the *CLPE's Power of Reading* model and help children explore texts through drama and role play as well as reading.

Staff continue to read aloud to pupils every day to enhance enjoyment, increase vocabulary and develop comprehension. Older pupils become reading ambassadors to support younger pupils develop a love of reading. By the time that are pupils leave us, they understand the importance of reading and the enjoyment that a good book can bring.

The Enchanted Library

Every child at Priory has the opportunity to visit The Enchanted Library once a week in a timetabled slot. The Enchanted Library houses a huge range of fiction, non-fiction, poetry and plays and helps our children develop a true love of reading.

Within its walls, pupils have the chance to wander through the Forest of Stories; explore Hogwarts; journey through the doors to Narnia; lose themselves in the Arabian Nights tent; or conduct vital enquiries in the Research Base. The children can also relax with a good book in our library garden or reading pod. The books in our library are organised by author surname for fiction and by Dewey decimal number for non-fiction. We believe this is an important way to support our learners to access books in the wider world and further in their reading journeys.

Assessment of Reading

Ongoing and regular assessment is vitally important in ensuring that the right provisions are put in place for the right pupils. Through assessment, we can help offer the correct level of scaffolding, intervention and challenge for our children.

Throughout the school (Nursery - Year 6), staff are well-trained in performing ongoing, formative assessments of our children through observation, monitoring of work and listening to children read. These assessments identify any gaps early and allow us to plan to close these. This is the primary way that reading assessment is carried out at Priory.

Little Wandle Assessment

In line with our SSP, all pupils accessing phonics are assessed every six weeks. This becomes more frequent if a pupil is accessing a *Little Wandle* Catch Up intervention (every three weeks). The pupils' progress is monitored on the *Little Wandle* Assessment Tracker, which provides advice and heat maps to inform our reading teaching.

At the end of the year in Reception, Year 1 and Year 2, each child completes the provided end of year assessment for their year group. Baselines are carried out at the beginning of the following year to ensure that we are aware of any 'lost learning' and plan to address this.

Little Wandle also provides minute-long fluency assessments for its Fluency programme. Teachers use this information to decide when a child is ready to progress to the next stage of fluency teaching.

PM Benchmarking

Staff at Priory **may** use the PM Benchmarking tool to support their teacher judgments. While these can be very helpful in monitoring a child's progress through, we understand that, alone, this doesn't give an accurate, full picture of a child's reading ability. PM Benchmarking is **only** used in KS2 for pupils reading below **Gold**. This means that a pupil would be reading below the expected standard of their key stage and, therefore, benchmarking allows pupils to feel successful in their reading journeys.

Other Reading Assessments

In Nursery, there is no formal assessment of reading but observations of children's early reading is frequent. An informal baseline judgement is carried out at the beginning of the year and another at the end of the year to celebrate the progress that has been made by each individual pupil.

In Reception, as per government guidelines, a formal baseline assessment is carried out which will be used to assess the child's reading progress throughout their primary school journey. As every child is heard read daily, formative assessments are made regularly.

In the summer term of Year 1, the children complete the phonics screening check which is used to acknowledge all of the phonics learning that has taken place up until this point. Children who struggled to complete this screening check in Year 1 are given a second chance to complete it in Year 2 after they have had the opportunity to develop their skills further in regular, small-group interventions in line with our SSP.

In KS2, as well as regular formative assessments, end of term reading tests are carried out using materials from *Testbase*. These assessments support teacher judgment and help to measure the progress that a child has made within that year. This information is important as it helps us recognise gaps in knowledge and plan to close those gaps appropriately.

In the summer term of Year 6, children complete their final Standard Attainment Test at primary school. We ensure that pupils are prepared to sit this final test but understand that this is not the only way that we measure the reading progress that they have made.

Partnership with Parents

Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. For this reason, we ensure that support is given to parents to support their children at every stage of their reading journey. This may be in the form of meetings to share our reading practises; through videos which model the best way to support children learning to read or physical materials to support learning.

We strongly believe that the best way for a parent to support their child's reading development is by sharing stories, rhymes and songs with them regularly. A bedtime story every night from an early age really can make the world of difference. We ensure that pupils always have an appropriate reading book to take home and share with their parents and we offer the assistance that parents may need to engage with this book alongside their children.

We provide every child with their own book bag when they join us in Reception and ask that this bag is only used take home and bring to school provided reading materials or information and resources to support a child's reading development. Every child is also given a reading record and we find that this is a brilliant way for parents to record the reading that their child has completed at home and also communicate with teachers about how this process has been.

Our parents understand the importance of their child becoming an effective reader and are dedicated in supporting us to make this happen.

Where to Go Next

In order for our reading teaching to be highly-effective, Priory has a range of experts in different areas of the school to support with training, planning, teaching, monitoring and assessment of reading. The guide below will help you find the most appropriate person to assist with your query:

For more information about...email:

Priory's Approach to Reading - Jake Philpott (jake.philpott@prioryschool.com) and Katie Snowden (katie.snowden@prioryschool.com)

Our SSP (Little Wandle Letters and Sound Revised) – Jake Philpott or Katie Snowden (jake.philpott@prioryschool.com or katie.snowden@prioryschool.com)

Reading teaching in the Nursery and Reception – Celia Barker (celia.barker@prioryschool.com)

Reading teaching in Y1 and Y2 – Hollie Meikle (hollie.meikle@prioryschool.com)

Early Reading – Katie Snowden (katie.snowden@prioryschool.com)

Reading teaching in KS2 – Jake Philpott (jake.philpott@prioryschool.com)

Reading teaching for pupils with S.E.N.D. or in the Orchard – Rebecca Morris (rebecca.morris@prioryschool.com) or (sen@prioryschool.com)

Reading teaching for pupils accessing the Woodland Provision – Molly Moore (molly.moore@prioryschool.com) or (sen@prioryschool.com)

General reading intervention – Jake Philpott (jake.philpott@prioryschool.com) or Katie Snowden (katie.snowden@prioryschool.com)

Oracy – Jake Philpott (jake.philpott@prioryschool.com)

The Enchanted Library – Jake Philpott or Marion Karpowicz (librarians@prioryschool.com)

Figure 1: The Simple View of Reading

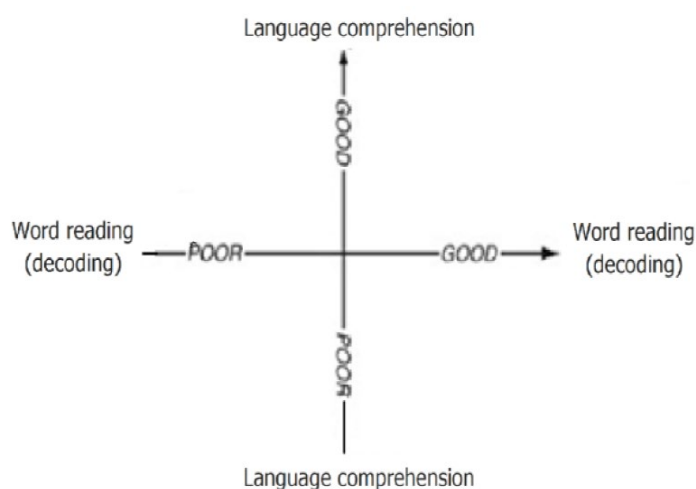


Figure 2: Scarborough's Reading Rope

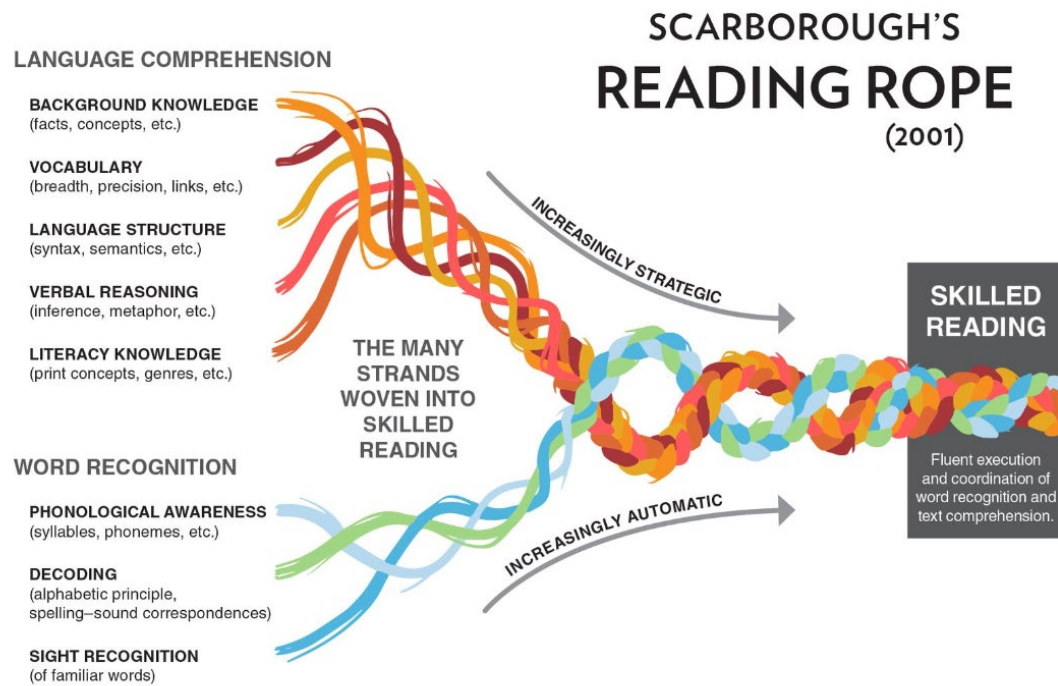


Figure 3: Shared Reading Teacher Prompt Document

Shared Reading Planning Document 24-25

Text: |

Session:

<u>Introduction</u>	Opportunities for sticky knowledge and activating prior teaching. This is also a chance to establish a text's genre, mood and make predictions about what might happen in the text.
<u>Strategy Check</u>	<i>What can we do if we do not know how to read a word?</i> • Use our phonic strategies (segment the word into individual sounds – phonemes, say the sounds, blend the sounds together) • If it is a longer word, chunk the word into smaller parts. Then read the word together • Look for smaller words in the longer word <i>What can we do if we do not understand the meaning of the word?</i> • Read the word in the sentence to see if this gives further meaning • Read the sentence before and after to see if this makes it clear • If the word has a capital letter and is not at the beginning of a sentence, it could be a proper noun – name of a person or place. • Look for other clues in the text (glossary, pictures, diagrams etc.) As pupils read the text, they should highlight any words where they are unsure of the meaning. They will then have the opportunity to clarify these in the clarification stage.
<u>Modelling</u>	It is important that the teacher models reading a section of the text first so that they can set the pace of reading for the pupils as well as modelling how to read with expression; reacting to punctuation or layout features; and potentially demonstrate reading strategies. Teacher Reads:
<u>Reading</u>	The text should be displayed on the screen by either using a visualiser or scanning in the pages you will be reading. The children also need a copy of the section of the text that they will be reading, as this will allow them to highlight unknown vocabulary and find evidence to support their responses. During shared reading, all pupils should be reading the text together. Adults should be reading the text at the same time. For pupils who struggle with reading, adult support can be provided. They will also be accessing the story by hearing others read. Pupils Read:
<u>Summarising</u>	<i>Can we summarise our reading in ... points?</i> Ensure that understanding of the text is strong before proceeding with the session.
<u>Clarifying</u>	Before the session, teachers should have pre-empted any vocabulary that they feel the pupils may struggle to understand. If the word is a noun, visuals should be used as much as possible to aid understanding. If the word is a verb or adverb, acting/movement, will help the pupils to understand. <i>Were there any words that you would like to clarify?</i>

<u>Questioning</u>	Questioning should not be extensive and should be focused to support one of types of question that pupils are likely to encounter in a comprehension. These are: • Retrieval Questions - ask the student to retrieve and record key facts and details from the text. • Inference Questions - testing the student's ability to look beneath the surface of the text, to draw conclusions or 'infer' meaning. • Author Choice Questions - Asking pupils to identify which techniques have been used by the author and why/to what effect? • Opinion Questions - Asking pupils to express their own opinion in response to the text. Other types of question that pupils will encounter in a comprehension include: • Predicting Questions - This is largely addressed in the 'prediction' stage. • Summarising Questions - This is largely addressed in the 'summarising stage'. • Vocabulary Questions - This is largely addressed in the 'clarifying' stage.
<u>Predicting</u>	This stage is only appropriate when reading fiction texts. At this time, pupils should use prior reading to make a prediction as to what may happen or how a character may react next. <i>Based on what we have just read, what do you predict may happen next?</i> <i>Based on what we know about..., how might they react? What might they do next?</i>