

How We Teach Reading: EYFS to Year 6



Our focus at Tollerton Primary is to develop our children in becoming forward thinking citizens, ready for the ever changing, fast paced world that we live in today. We want them to have a knowledge of their local and global community, understanding their role within society and have a respect for diversity and difference. We encourage children to think creatively, to question, form balanced arguments and become independent problem solvers so that when they leave us, they will be able to face challenges with confidence.

It is our ambition to ensure **all** children are good or above average readers by the time they leave Year 6. We want them to be prepared for their journey ahead, ensuring that they are confident readers, thus enabling them to access all on offer, particularly when moving in to the KS3 curriculum. It is our intention that our children develop a love of reading and provide them with a rich exposure of diverse texts and genres in a structured and progressive curriculum.

Reading Vision

We aim for every child to become a fluent, confident and enthusiastic reader. Reading is taught through Read Write Inc. in EYFS and KS1 and through a Whole Class Reading approach inspired by Christopher Such once pupils have completed the phonics programme.

Why Reading Matters

- "First, we learn to read, then we read to learn." This principle underpins our reading curriculum.
- The Reading Framework places fluency at the heart of successful comprehension and curriculum access.
- The EEF highlights that reading fluency is a bridge between word recognition and comprehension.

Early Reading

Teachers use a balanced approach. In Reception and KS1. We use Read Write inc. to systematically teach synthetic phonics. Learning opportunities are encouraged during the day to also promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.

Early Reading: EYFS and KS1

- Daily 40 minute Read Write Inc. phonics lessons
- Systematic teaching of decoding, blending and segmenting.

- Regular assessment and regrouping.
- Daily story time and reading for pleasure.
- Discrete teaching of Tier 2 vocabulary.

Read, Write, Inc. Phonics



Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Aims and Objectives

To teach children to:

Apply the skill of blending phonemes in order to read words.

Segment words into their constituent phonemes to spell words.

Learn that blending and segmenting words are reversible processes.

Read high frequency words that do not conform to regular phonic patterns.

Read texts and words that are within their phonic capabilities as early as possible.

Decode texts effortlessly so all their resources can be used to comprehend what they read.

Spell effortlessly so that all their resources can be directed towards composing their writing.

Teaching and Learning Style

Praise - Children learn quickly in a positive climate.

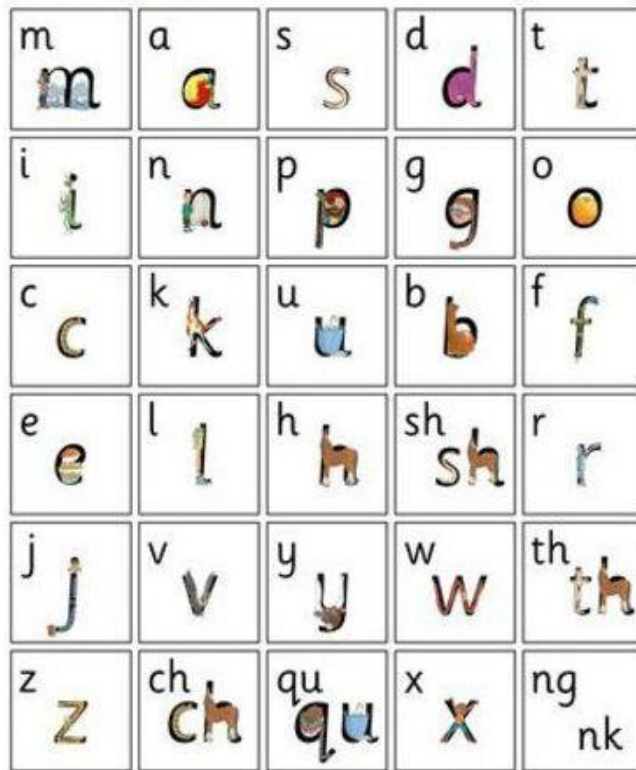
Pace - Good pace is essential to the lesson.

Purpose - Every part of the lesson has a specific purpose.

Passion - This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation - A strong feature of RWI lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

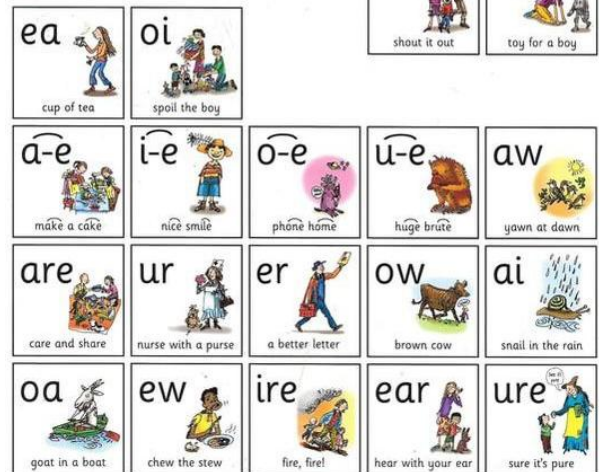
Speed Sounds Set 1



Speed Sounds Set 2



Speed Sounds Set 3



Delivery of Phonics

Initial sounds are to be taught in a specific order.

Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonics teaching and ability to recognise sounds in words.

Blends are to be declustered. eg bl is two specific sounds.

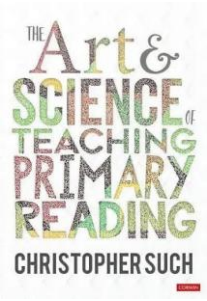
Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.

Set 2 sounds are to be taught after Set 1 (initial sounds)

Letter names are to be introduced with Set 3.

Transition to Whole Class Reading

- Most pupils complete Read Write Inc. during Year 2.
- When decoding becomes increasingly automatic, pupils move to whole class reading lessons through the RWI Comprehension scheme.
- In the Summer term, Whole Class Reading lessons are introduced.



The Christopher Such Approach to Reading

Our whole-class reading approach is informed by the work of Christopher Such, author of *The Art and Science of Teaching Primary Reading*. Such draws upon a wide body of cognitive science and reading research, including the Simple View of Reading, which highlights that skilled reading is the product of both accurate word recognition and strong language comprehension.

At Tollerton Primary School, once pupils have completed the Read Write Inc. programme and become secure decoders, reading instruction focuses on developing fluency, vocabulary, background knowledge and comprehension through high-quality texts. Inspired by Christopher Such's work, our reading lessons are designed to ensure children read extensively, discuss richly and think deeply about what they read.

We recognise that successful readers do more than simply decode words. They draw upon a broad vocabulary, connect new information to existing knowledge, make inferences, monitor their understanding and actively construct meaning from texts. Therefore, our whole-class reading model is structured around three complementary lesson types:

- **Fluency Reads** to develop accuracy, automaticity, prosody and reading confidence.
- **Extended Reads** to build reading stamina, vocabulary and background knowledge through sustained engagement with high-quality texts.
- **Close Reads** to explore language, themes, authorial intent and deeper comprehension through discussion and written responses.

By combining these elements, we aim to develop fluent, knowledgeable and enthusiastic readers who not only understand what they read but also develop a genuine appreciation of literature and a lifelong love of reading. This evidence-informed approach ensures that children are equipped with the skills and knowledge needed to access the wider curriculum and become successful readers for life.

Fluency Read

- 2-3 sessions weekly.
- Teacher models expert reading.
- Repeated reading in mixed-attainment pairs.
- Vocabulary clarification and oral discussion.
- Focus on accuracy, automaticity, prosody and confidence.

Extended Read

- 1-2 sessions weekly.
- Teacher reads high quality texts aloud.
- Builds reading stamina, vocabulary and background knowledge.
- Discussion supports understanding without disrupting the reading flow.

Close Read

- 1-2 sessions weekly.
- Short extracts explored in depth.
- I Do, We Do, You Do model.
- Focus on vocabulary, inference, themes, authorial intent and evidence-based responses.

Assessment of reading is an ongoing process and combines both formative and summative approaches. In the early stages of reading, pupils are regularly assessed through the Read Write Inc. assessment cycle to ensure they are taught at the appropriate level and make strong progress. Children's phonic knowledge is further measured through the statutory Phonics Screening Check in Year 1. As pupils move through the school, reading attainment is monitored using NFER assessments alongside teacher assessment, observation and pupil conferencing. This range of assessment information enables teachers to identify strengths, address gaps in learning and provide timely support, ensuring that all pupils continue to develop as confident and successful readers.

How We Foster a Love of Reading

At Tollerton Primary School, we believe that developing a love of reading is just as important as teaching children how to read. Whilst reading fluency and comprehension are essential, we want children to view reading as a source of joy, curiosity and inspiration. We aim to create a culture where books are valued, celebrated and shared throughout the school community.

We foster a love of reading by:

Reading Aloud Every Day

Children are read to daily throughout their time at Tollerton. Through high-quality class novels, picture books, poetry and non-fiction texts, children experience stories that may be beyond their independent reading level. These shared reading experiences introduce new vocabulary, broaden horizons and encourage children to develop positive attitudes towards reading.

Providing High-Quality Texts

We carefully select rich, diverse and engaging texts that reflect a range of cultures, experiences, perspectives and genres. We believe that every child should be able to see themselves in books whilst also developing an understanding of lives and experiences that may differ from their own.

Creating Inviting Reading Environments

Every classroom contains an attractive and welcoming reading area where books are accessible and valued. Displays, book recommendations and carefully curated texts encourage children to browse, explore and discuss books independently.

Promoting Book Talk

Children are encouraged to discuss books, share recommendations and express opinions about what they are reading. Teachers model enthusiasm for reading and regularly talk about books, authors and their own reading experiences.

Protecting Time for Reading

Children are given regular opportunities to read independently and listen to adults read aloud. We recognise that developing a reading habit requires time and therefore prioritise reading throughout the school day.

Celebrating Reading

Reading is celebrated through World Book Day, author studies, library visits, book recommendations, reading challenges and opportunities to share favourite texts. Children's reading achievements are recognised and valued, helping to build positive reading identities.

Building Strong Home-School Partnerships

We work closely with parents and carers to promote reading beyond the classroom. Families are encouraged to read regularly at home and are supported with guidance, recommendations and resources to help foster positive reading habits.

Developing Readers Through Choice

As children become more confident readers, they are encouraged to choose books that reflect their interests and passions. Providing choice helps children develop ownership of their reading journey and supports the development of lifelong reading habits.

Encouraging Reading Across the Curriculum

Reading opportunities are embedded across all subjects. Through history, geography, science and the wider curriculum, children learn that reading is a tool for discovering new knowledge and understanding the world around them.

Our Ultimate Goal

Our aim is that every child leaves Tollerton Primary School not only as a fluent and capable reader, but as a child who chooses to read. We want our pupils to understand that books can entertain, inform, challenge, inspire and comfort. By nurturing a genuine love of reading, we equip children with a lifelong skill that opens doors to learning, opportunity and endless possibilities.