



## Barham Reading Pathways; Intent, Implementation and Impact

### Intent: What we want our pupils to learn?

At Barham, we strongly believe that developing children's Reading skills is fundamental in order for them to gain access to and thrive in all areas of the curriculum.

We have an English curriculum that is coherently and logically sequenced which is designed to empower and challenge all of our pupils, coming from various parts of the world, so that they become Global citizens of the 21<sup>st</sup> century. Our English curriculum helps our children develop their linguistic skills, but also to acquire the cultural capital they need to thrive in Britain and the World. Our school uses the United Nations Sustainable Development Goals (SDGs) as curriculum drivers.

Embedding excellence at Barham ensures that reading is at the heart of our curriculum. At Barham, we want our Reading curriculum to inspire our children's imagination and love of books, creating the readers, actors, poets and, of course, authors of the future!

At Barham Primary School, we use **Barham Reading Pathways** to deliver high-quality reading sessions for pupils in small, targeted groups in Reception, KS1 and in focus groups in KS2.

### Implementation: How we plan and teach Reading?

Our staff believe in the importance of strong subject knowledge in order for the intentions of our Reading curriculum to be successfully delivered. We consistently endeavour to promote and build upon the knowledge and high expectations of the curriculum that our staff have.

Therefore, we ensure that our staff are provided with opportunities to attend CPD sessions including sessions with Lesley Clarke on Phonics and early reading. This is reinforced by the Strategic Reading Lead, the Early Reading Lead and the Specialist Lead Expert in Reading.

Barham Reading Pathways is designed to provide groups of 2-6 children with structured reading sessions where they are grouped according to their reading ability and teaching needs. Each child will have their structured reading at least once a week with their class teacher in Key Stage 1 and in Reception, once the children have settled and are able to access the sessions in the intended way.

We use books which have been closely matched to our chosen phonics programme- Lesley Clarke's Letters and Sounds- and provide each group with a text at an instructional level; a level at which they can read approximately 90-95%, using their phonics knowledge to decode any unfamiliar words.

After carefully selecting the appropriate text for the group, teachers look at the children's individual band target cards to choose reading targets to ensure that they are making regular progress in their word reading, spoken language and reading comprehension skills.

Teachers take the time to read through the book beforehand, carefully selecting and planning the key vocabulary, discussion points, phonemes and tricky words that they will share with the children at the start of the Reading Pathways session and throughout.

We follow a four part teaching structure when planning and teaching our Reading Pathways sessions; **Book introduction, Strategy Check, Independent Reading and Returning to the Text & Response** which includes a focus on phonics and poetry.

### **Book Introduction:**

During the book introduction, the learning objectives are shared and the teacher does a 'walk through of the book' looking at the pictures, key words and phrases and discusses this briefly with the group. This includes some prediction and a recap of GPCs/tricky words which will be in the text. The teacher/adult models blending more difficult words from a whiteboard/flashcard and includes modelling the use of expression if the group is re-reading a book or poem.

### **Strategy Check:**

The teacher reinforces the use of phonics as the primary strategy in decoding words, modelling this using some of the decodable words that have been planned from the text. They ask the children to identify other strategies that could be used to read words such as splitting up long words or re-reading a sentence.

### **Independent Reading:**

During this part of the session, the children are encouraged to read the text independently and the teacher/adult listens to each child as they are reading. The children do not read one at a time, therefore, they are able to read at their own pace and independently practise their decoding skills. In order to effectively promote effective application of phonics skills, teachers encourage the children to use a strategy to support themselves in reading a word if they get stuck, as discussed during the 'strategy check' section of the lesson. It is in this way that our Reading Pathways sessions provide an effective forum to support pupils in using their decoding skills rather than relying on picture cues or being told the word whenever they come across unfamiliar words in texts.

If any children have finished reading the book earlier, they are provided with a meaningful task to carryout such as re-reading the text for fluency or using expression.

Motivation is an important part of the teaching of Reading, particularly early reading, as children need to feel motivated and proud of their efforts as well as their achievements in order to persevere with any challenges that they may have with the key concepts in early reading. This is in line with the EEF's 2021 recommendations for Improving Literacy in KS1 which states that 'progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading'. Therefore, teachers praise children for their successful application of their phonics knowledge to read both familiar and unfamiliar words as well as the tricky words that they have been taught.

### **Returning to the Text & Response:**

Once the teacher has listened to each child read, they will encourage them to re-join as a group to discuss what has been read, make further predictions or to discuss the meaning of specific words or phrases. If there is anything that most of the children have found difficult to decode or comprehend, this is discussed and next steps are identified for the children in order to move their learning on.

They are praised for positive reading and learning behaviours and efforts.

Once the children are ready, they begin to answer a comprehension based question called a 'Selfie' type questions as a follow up to the book that they have read with the teacher that week. This supports and challenges their ability to understand the ideas expressed in the books that they have been reading and discussing as well as prepares them in working towards answering regular 'Selfies' in Destination Reader lessons as they progress throughout the school.

## **Assessment and Recording:**

Formative assessment is carried out on a daily basis and teachers assess children's progress regularly, adapting their teaching to meet the needs of individual children across each Reading Pathways group. Encouraging children to listen carefully to each other and join in with group discussions allows teachers to identify which children are able to listen to and read the texts shared and who has been able to fully understand the ideas that have been expressed in them.

Teachers will make notes of how the children read during this time, commenting on their ability to use and apply their phonics skills and knowledge such as recognition of the taught graphemes and identifying the sounds that children make to sound out and blend them together to read words. They also comment on the children's ability to ask and answer questions about the text, listen to and join in during group discussions and read tricky words. They provide clear next steps to move the children on in their reading.

## **Impact: What we achieve by delivering Reading in this way and how we know?**

Through participating in carefully planned and structured reading sessions carried out in small groups, Barham Reading Pathways provides children with an excellent opportunity to develop their reading skills. They are able to practise decoding words using the graphemes (letters) and phonemes (sounds) that they have been taught to successfully read unknown words during the sessions, whilst exploring a range of interesting, engaging and age and stage appropriate texts.

Children have the support, encouragement and praise that they need to promote their skills in English and develop their enjoyment of reading. Key reading concepts are also taught and reinforced in an effective and consistent manner.

In addition to this, the clear reminders about using the key reading strategies from phonics lessons with explicit modelling of this from the practitioner, enables the children to make the direct link between and transference of their skills from Phonics to Reading. Furthermore, the application of the children's phonics skills and knowledge is also seen when the children are writing in English lessons and in other areas of the curriculum.

Not only this, but these sessions also focus on developing children's language and vocabulary, their listening and communication skills and their ability to understand the ideas expressed in texts.

Although the four part structure of Barham Reading Pathways is usually carried out with children who are reading books below the 'Purple reading band' and below (please see our Reading band document), all pupils participating in Barham Reading Pathways sessions can benefit from lessons being taught in this way.