

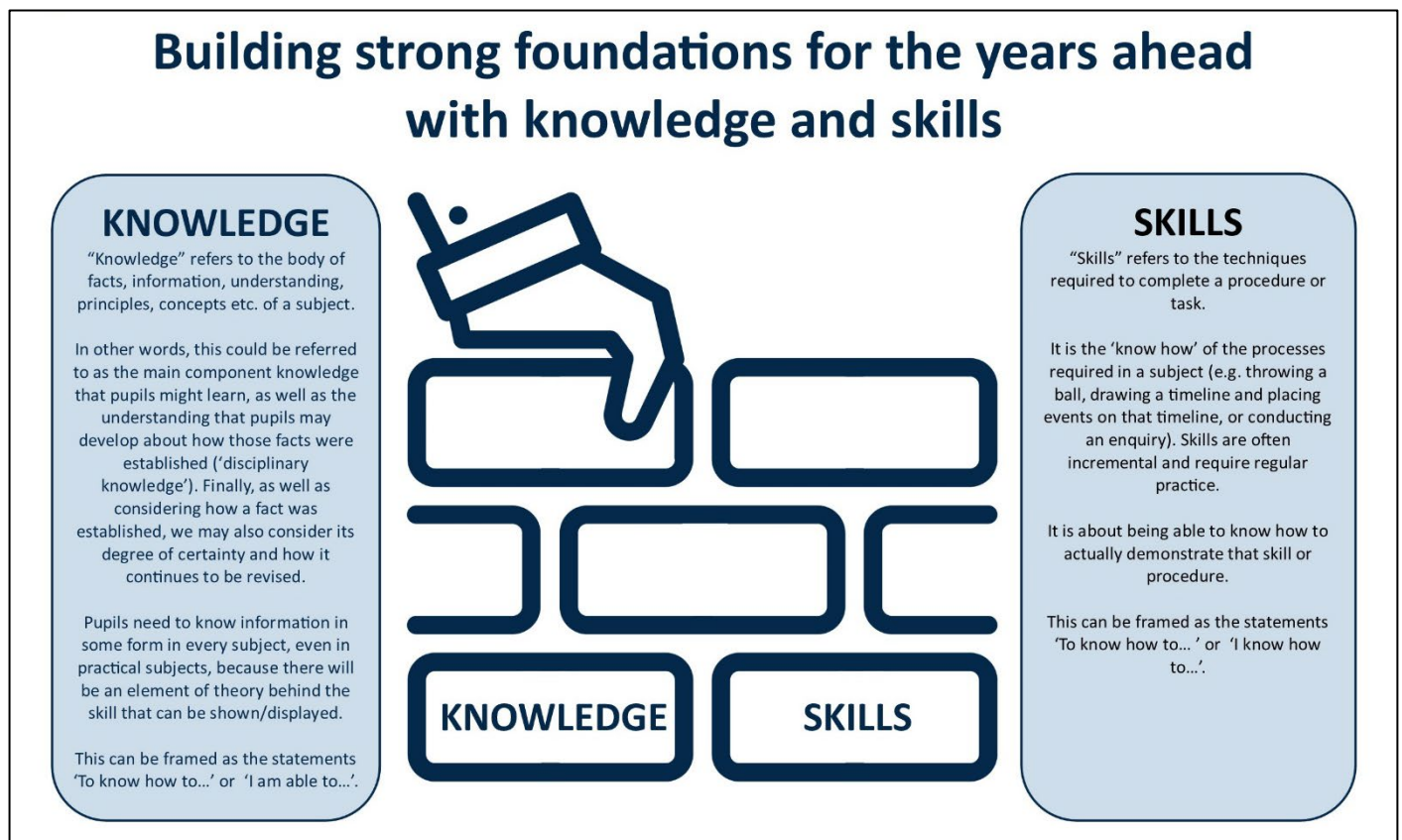


### Knowledge and skills: introduction

At Sonning, we first considered the concept of knowing more, doing more and remembering more. Therefore, from our research, we have a shared and consistent understanding of different types of knowledge. Each subject will have a different ratio of distribution for these types of knowledge, and the types of knowledge can (and most often do) intersect.

**1. Knowledge** refers to the body of facts, information, understanding, principles and concepts etc. of a subject. In other words, this could be referred to as the main component knowledge that pupils might learn (e.g. knowing phonetic sounds), as well as the understanding that pupils may develop about how those facts were established (aka disciplinary knowledge). Finally, as well as considering how a fact was established, we may also consider its degree of certainty and how it continues to be revised. Pupils need to know information in some form in every subject, even in practical subjects, because there will be an element of theory behind the skill that can be shown/displayed.

**2. Skills** refers to the techniques required to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. the actual skill of being able to read or apply comprehension knowledge to an unfamiliar text). Skills are often incremental and require regular practice. It is about being able to know how to actually demonstrate that skill or procedure.



Sonning's Infographic on Knowledge and Skills

**Building strong foundations for the years ahead (Matthew 7:24-25)**

Love - Courage - Respect - Aspiration - Curiosity



### Vision

At Sonning, reading is at the very heart of our curriculum. Reading plays an integral part, not only in academic attainment but in well-being and awareness of the wider world. We aim to support children to become able readers by allowing them opportunities to develop the skills and understanding in three key areas:

- Children's enjoyment, confidence and motivation to read.
- The development of reading skills such as decoding, blending, intonation, expression and comprehension.
- Children's reading behaviours – the opportunity to read widely including texts which will allow them to develop an appreciation of our literary heritage and an understanding of the wider world.

The teaching of early reading is at the foundation of all our work. We deliver a systematic phonics scheme – RWI – to enable all children to develop the phonetic knowledge needed to recognise and blend phonemes.

To enable to help the children to understand the texts they read, we also explicitly teach comprehension and fluency skills, including the use of prosody.

Children are given opportunities to read across the curriculum and for enjoyment and are also taught explicit reading skills. They are also given the opportunity to discuss what they have read both informally and through more structure, formal presentations.

### Curriculum (implementation)

There are several methods through which all children in the school are taught to read and to enjoy reading:

- Synthetic phonics (RWI)
- Reading scheme which supports reading development all the way through the school.
- Whole class teaching
- Guided Reading
- Whole Class Texts
- Class Novels
- Classes read to daily
- Visits to the Library
- Reading focus shared with home in reading records/learning organisers
- Events to celebrate reading.

Each Key Stage is vital in a child's reading development and therefore, provision is adapted to meet the needs of the children therein.

### Whole School

- All classes are taught how to read during whole class reading sessions using high quality whole class texts.
- 6 key comprehension skills (see below), explicitly modelled by teacher.
- Fluency is taught explicitly: rate, accuracy and the prosody.
- The weekly reading focus is then followed up in guided reading. Groups are bespoke to need. This allows the teacher to assess individuals. The reading focus for the week is also shared with parents/carers in the child's reading record/learning organiser.
- Individual pre-reading and post-reading tasks, including written comprehension practice, reinforces key reading skills.
- The children who most need to improve their reading are identified on planning across the curriculum.

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# Sonning Church of England Primary School

## Subject Vision Document: English - Reading



- Reading for pleasure is encouraged in a number of ways:
  - Being read to and questioned about what they have heard.
  - Access to a large library of books in classrooms and a dedicated library space.
  - Access to inviting book corners.
  - Whole school events like World Book Day.

### EYFS and KS1

- Daily Phonics sessions (using Read, Write Inc Methods and resources).
- Phonetically decodable books changed weekly.
- Phonics interventions for the children who most need to improve their reading – Fast Track Tutoring.

In addition, in EYFS there is wider provision, reflecting the importance of early reading:

- Inviting reading area, often themed-based, including key words and phonic readers
- Key words and sounds in indoor environment
- Key words and sounds in outdoor environment including reading shed featuring topic linked texts and phonetically decodable books to encourage independent reading.
- High quality vocab displayed linked to topics & display of weekly phonic focus words (supported by child-led and adult-led activities).

### KS2

- Paired Reading (as advocated by Education Endowment Foundation).
- Comprehension Box related activities (also used in Year 2).
- Regular interventions for those requiring support including pre-reading.
- Children requiring specific support or challenge may be heard read individually in KS2, including Fast Track Tutoring for children in KS2 who did not pass the phonics screening check and use of PM Benchmarking tool to assess levels of developing readers.

## Curriculum structure

In a typical week, children experience 2 whole class teaching sessions, 1 or 2 guided reading session and opportunities to practise comprehension skills independently. Discrete Phonics is taught daily in EYFS and KS1. Children in most need of improvement in their reading are heard individually.

## Lesson delivery (pedagogy)

Below are some of the key aspects to our reading curriculum:

### Phonics teaching

At Sonning CE Primary School, our early reading vision is built upon a foundation of systematic and rigorous phonics teaching. We believe every child deserves a confident start to their reading journey, and this begins from their very first days in Early Years Foundation Stage. We implement Read Write Inc. (RWI) synthetic phonics, providing daily, structured lessons delivered by highly skilled, fully trained staff. This consistent approach ensures children acquire the essential skills to decode and blend sounds, laying a strong groundwork for future reading success.

Assessment is integral to our approach. We conduct half-termly assessments to track individual progress, allowing us to tailor instruction and provide targeted support in small, focused groupings. To reinforce the learning in school, children take home weekly phonetically decodable books, carefully matched to their current learning. These books build fluency and confidence, while library books promote a love of reading for pleasure.

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Recognising that some children may require continued phonics support beyond Key Stage 1, we ensure that targeted RWI instruction and support are seamlessly carried into Key Stage 2. This allows us to address any remaining gaps in phonic knowledge and build reading fluency for children who need it.

Parental engagement is paramount. We foster a strong partnership with families through guidance documents, accessible resources and instructional videos. We provide weekly videos for children participating in our one-to-one tutoring scheme, offering extra support at home. In the lead-up to the Year 1 Phonics Screening Check, we offer additional guidance and resources, including informative videos, to empower parents to support their child's success. This comprehensive, collaborative approach ensures that every child at Sonning CE Primary School becomes a confident, enthusiastic reader.

### **The teaching of reading alongside phonics**

At Sonning CE Primary School, we are committed to fostering a comprehensive and engaging reading experience for all our pupils. Our pedagogical approach to reading extends beyond decoding and fluency, encompassing a deep understanding and appreciation of texts. To achieve this, we employ explicit instruction in core comprehension strategies and fluency skills within both our Whole Class Reading and Guided Reading sessions. This ensures that children not only read words accurately but also develop the critical thinking and expressive abilities necessary to become confident and insightful readers.

In Whole Class Reading and Guided Reading, explicit comprehension skills are taught:

- Activating Prior Learning
- Summarising
- Clarifying
- Questioning
- Predicting
- Inferring.

Fluency is also taught explicitly:

- Rate
- Accuracy
- Prosodic skills: phrasing, emphasis & volume, smoothness, intonation.

Children are encouraged to be aware of these skills and actively and consciously engaging these strategies, particularly when they realise their understanding is less secure.

At Sonning, teachers follow best practice to encourage children to read for pleasure as well as a means to garner information. They do this in a number of ways:

- Taking responsibility for and planning to develop children's RfP alongside and as complementary to reading instruction.
- Effectively using their wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading.
- Letting children sometimes control their own reading choices and exercise their rights as readers.
- Making time and space for children to explore texts in greater depth, share favourites, making links between texts, and talk spontaneously about their reading.
- Building reciprocal and interactive communities of readers.

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### Assessment

Children's reading is assessed in a number of ways to identify specific areas of need:

- Phonics: weekly phonics quiz and half-termly RWI assessments which may lead to regrouping and identification of those children in need of Fast track Tutoring.
- Assessment against National Curriculum objectives during lessons and more closely during guided reading and individual reading sessions. Reading assessment against year groups objectives is recorded on Target Tracker and in reading assessment folders.
- PM Benchmark is used to diagnostically assess children's reading through miscue analysis and comprehension.
- Half-termly and termly reading comprehension tests in Year 1 – Year 6 allow teachers to assess their understanding and identify areas for further development via question level analysis. (NTS and SATS materials.)
- Reading records and learning organisers allow parents to communicate to school about how well their child has read at home. Teachers share the reading focus for each week with parents and may also comment on the child's attainment and progress. These reading foci link to the skills being taught in class.
- Other reading assessments, such as a record of the child's scores on Comprehension Box activities in KS2 may be kept to track progress.
- Targets for the child's reading are shared with parents in their termly reports and discussed during Parents' Evenings, and in the Annual report to Parents.

### Outcomes (Impact – how we measure and evaluate)

The Subject leader regularly monitors the standards in reading in a number of ways including:

- Termly data analysis, including analysis of standards on Target Tracker.
- Children's work
- Reading records
- Pupil conferencing
- Teacher planning
- Lesson observations and learning walks
- Displays.

Standards in reading are monitored in variety of ways in addition to the above. We use Sonar to record our ongoing and summative assessment: this allows us to analyse performance and assess standards in each year group/key stage and monitor the progress of key groups including our lowest 20% of readers. Work and planning scrutiny and pupil conferencing also allow us to gauge attainment, engagement and progress in each class and for individual children.

The teachers EYFS and Year 2 attend moderation events to standardise their end of key stage judgements.

### Curriculum enhancement

A number of events are conducted, some annually, to maintain the profile of reading in school:

- Book fairs.
- Workshops such as Shakespeare workshops.
- Book swaps.
- Book at Bedtime.
- World Book Day Celebrations.

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### Partnerships

Partnerships with parents are vital. Annual phonics and comprehension sessions are held to support parents hear their children read. All support materials, including recommended reading lists and suggested reading record comments are shared on the website as are videos supporting parents in hearing their children read and informing them of how reading is taught in school. Work with the Trust and other schools to share best practice occurs regularly throughout the year, including moderation activities.