

Reading

“Be courageous, be strong. Do everything in love.”



A broad, balanced, engaging and relevant curriculum that takes into account the requirements of the National Curriculum and any other guidance documents.



Intent- we aim to...

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Appreciate our rich and varied literary heritage

Write clearly, accurately and coherently; understanding language and style in and for a range of contexts, purposes and audience

Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Our curriculum

Develop skills to read as writers (looking analytically at author's choices) and write as readers (considering their impact on the reader).

Develop the habit of reading widely and often, for both pleasure and information.

To be motivated to read and write independently for purpose and pleasure.

Read easily, fluently and with good understanding.

We believe that reading is fundamental to academic success so prioritise it from the very first week in school. By Placing reading at the core of our curriculum, we are instilling in children an understanding the reading is a transferable skill across the curriculum. We read to and with our children and aim to foster a love of reading that will grow and develop with them.

Learning to Read

A Systematic Approach

In FS and KS1, we use Read, Write Inc. to get children off to a confident start with their literacy and language. RWI is a teaching method based on phonics (the units of sound within words) and we teach children to recognise and apply the phonics in both their reading and spelling.

Daily Reading Lessons

All children across the school take part in a reading lesson each day (RWI or Master Readers). All children read aloud with a focus on fluency or 'speedy reading'. The lowest 20% are prioritised to read with teachers, TAs and reading volunteers.

Regular Assessment

Every child who is accessing daily RWI is assessed every half term. They are shown speed sounds, checked on their oral blending skills, decodable 'green words' and 'nonsense words' and are also assessed on their ability to 'speedy read'. This robust assessment process ensures children are making at least expected progress through the scheme.

Support to Keep up

Through careful tracking, children are identified who would benefit from 'Fast Track Tutoring' a RWI program which is implemented to help ensure children make rapid progress. This is undertaken by a member of support staff each afternoon either 1:1 or in very small groups. In KS2, RWI Fresh Start is used to support those who require reading intervention.

Access to appropriate Books

We recognise the importance of reading at home to practice and embed reading skills. In FS and KS1, the book that matches the sounds learned is sent home each week. In KS2, children are guided to appropriate books through the use of 'Accelerated Reader'.

Reading for Meaning

<p>In Years 2-6 we deliver daily 'Master Readers' sessions with a focus on developing comprehension. These lessons are based around a common structure:</p> <p>Monday- Introduce vocabulary and read the text Tuesday- Book Club discussions Wednesday- modelled comprehension Thursday- independent comprehension Friday- return to key skills</p>	<p>Key Skills The key skills developed in reading lessons are:</p> <ul style="list-style-type: none"> • Retrieval • Inference • Explanation (vocabulary) • Prediction • Authors Choice <p>Comprehension in Year 2 is similar to comprehension in Year 3, in Year 4 and onwards. Because of this, the teaching of comprehension should be similar in Year 2 through to Year 6. The difference is the complexity of the texts.</p>	<p>Strong Vocabulary Development High Quality texts have been chosen for Master Readers sessions. Vocabulary is explored and developed in the first lesson of the week, with teachers providing opportunities to explore definitions of new words and make links between these words and known words.</p>	<p>Talking about Books We recognise that reading is much more than practice and written comprehension, and that children should be given opportunities to discuss texts verbally. This is done through discussion time and Read Write Inc book talk in Foundation and KS1. Tuesday's 'Book Club' provides a structured way for children to talk about books with sentence stems provided to scaffold the discussions.</p>	<p>Reading Across the Curriculum Teachers provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotional literacy (e.g. in PSHE).</p>
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Reading for Pleasure

<p>Access to Quality Books Our school building is based around our two libraries. Children in FS and KS1 have a choice of library books in addition to their RWI books. Children in KS2 make independent choices using Accelerated Reader.</p>	<p>Allocated time for Reading We recognise that to develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. In Foundation & KS1 children make use of book corners to select books for pleasure. In KS2, children are given Reading for Pleasure time, in which they can read books of their choosing or explore texts that teachers have selected for them to try. This encourages children to make new choices.</p>	<p>Story Time Teachers read to children in all classes, and story time is a key part of the day. In Foundation and KS1, children have a daily reading session where books are chosen together to be celebrated and enjoyed. In KS2, children are read to for at least 10 minutes daily.</p>
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Impact- how will we know we have achieved our aims?

Children are enthusiastic about reading and choose to read for pleasure.

Children read with confidence and fluency which equips them to progress from their starting points.

Children have the reading skills which allow them to access the whole curriculum, and make successful transition between stages of learning.

Children read in all subject areas and their understanding of the world is increased.

Children make good progress with a high percentage achieving ARE.

Intervention is targeted at children who find reading challenging and are supported to catch up.