

Subject on a page

Reading

Reading gives pupils access to the rest of the curriculum and therefore, reading is an essential foundation for success in all subjects and lays the necessities for future lines of study and employment. It is of vital importance in life.

INTENT



Enable children to engage with a wide range of different text types.



Support all children to read accurately, fluently and with understanding.



Have high expectations of all children to be able to read with expression, clarity and confidence.



Ensure children develop a good linguistic knowledge of vocabulary and grammar.



Ensure children gain a life-long enjoyment of reading and books.



Encourage children to develop a deeper level of emotional intelligence and empathy.

IMPLEMENTATION

-How do we achieve our aims?

Reading is so much more than the gateway to success in other curriculum subjects. Through a high-quality reading curriculum and studying literature, pupils' eyes are opened to the human experience; they develop culturally, emotionally, intellectually, socially and spiritually- outside of their own experiences as well as exploring the beauty and power of language.

Early reading and phonics

We use a synthetic phonics programme called 'Read Write Inc'. We teach children the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Daily phonics sessions where children participate in speaking, listening, spelling, reading and writing activities which are matched to their current needs. Agreed progression for the teaching of new sounds, with the expectation of knowing all 44 phonemes that make up our language. Timely interventions are planned for with children who are working below expected levels as soon as their needs are identified.

Early reading and decodable books

Sharing of stories and rhymes are used to develop individual children's attention, understanding and spoken language with a strong emphasis on extending vocabulary. Reading Fluency' is prioritised as lessons move towards whole class reading using decodable books. Children practise what they have been taught, in order to internalise new learning and to develop automaticity. Pupils are provided with an expert model, as teachers demonstrate how a text should be read and performed, encouraging all pupils to establish pace, accuracy, expression, tone, intonation and pitch when reading aloud.

Whole class novels

Literature is mapped out, using a long-term overview, so that it is progressive, demanding and ensures that all children across school are exposed to high quality, challenging texts. These five types of text are complex beyond a lexical level and demand more from the reader than other types of books- Archaic Language, Non-Linear Time Sequence, Figurative/Symbolic text, Narratively Complex, Resistant Texts. Whole class reading takes place every day. Children should use their prior knowledge to help make sense of the text that is read to them. The variety of genres and authors allows for discussions on an author's choice of language, writing style, narrative skills and underlying themes within each and every book.

Vocabulary focussed

We develop vocabulary intentionally and pupils are explicitly taught both specific words and word-learning strategies linked to the text during every reading session. We teach specific words (rich, robust instruction) to support understanding of texts containing those words. The teaching of vocabulary builds on the knowledge of morphemes in English to help pupils to make informed guesses about the possible meanings of new words, linking new words with familiar ones. The knowledge of the history of words (etymology) and how this can affect meaning, also support pupils' vocabulary and reading comprehension.

IMPLEMENTATION (continued)

Whole class reading sessions

Fluency reading Session

Once children are able to automatically recognise individual words, fluency reading is introduced and the fluent reading of strings of words. Reading fluency and stamina are of highest priority and we are committed to ensuring all children become fluent readers. Fluent word reading frees up children's working memory to focus on comprehension, which in turn increases children's confidence and their ability to access and enjoy books.

Extended reading session

During this session, the children are encouraged to read at length, increasing their fluency and enjoying what they read. As well as this, the children are reading primarily for the content with the intent of understanding what they have read, to build an extensive bank of vocabulary and to further promote their confidence in language.

Close reading session

Within these sessions, the skills of analysis, interpretation and literary critique where author's choice of language and use of thematic and dramatic techniques are discussed closely and form the basis of the comprehensive questions that children provide written/oral responses for.

Assessment

Formative Assessments

Formative assessment is the most important type of assessment that teachers carry out in reading. Teachers carry out formative assessment through AFL in each session and feedback is given verbally, through self-assessment or through intervention marking. Teachers then use this assessment to influence their planning. Children are rapidly identified as needing further challenge or additional support, and we endeavour to provide this in a timely manner.

Summative Assessments

- Yr 2 and Yr 6- end of year SATs paper; Yr 1/Yr 2 retake- end of year phonics assessment
School level
- Yr 1- termly PIRA; Yr 2-5- termly NTS Rising Stars reading; Yr 6- termly SATS practice papers;
Rec- Yr 2- half termly phonics assessment; Yr 1- Yr 6- half termly fluency (DIBBELS); Yr 1- Yr 6- half termly automaticity

Pupil Voice

The reading lead will carry out regular pupil voice sessions with the children. This is done for two reasons.

- Attitude towards reading- through discussion and feedback, children talk articulately about the books they have read and speak with enthusiasm about how they enjoy reading. They can talk about different literature they have been exposed to with confidence and relate this to real life.
- Identifying knowledge- children should show that they are able to read fluently, applying any necessary strategies they have mastered and also answer a range of questions, which focus on the various reading domains- vocabulary, inference, prediction, explanation and summarising/sequencing with confidence.

IMPACT

-How will we know we have achieved our aims?



Children are able to read across all areas of the curriculum and can articulate their knowledge with a greater understanding of what has been read.



Children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment.



Children talk articulately using vocabulary from reading sessions and about the literature they have read and speak with enthusiasm.



Pupils utilise a wider vocabulary and apply this across the curriculum.



Pupils will develop a life-long enjoyment of reading books.



Children develop a deeper level of emotional intelligence and empathy and this is demonstrated during their day to day interactions..