

Subject Statement

Our Vision for Reading

We aim for all pupils to be capable readers who can transfer their skills to other subjects and who are prepared for the next steps in their learning. We encourage them as readers, who select texts for purpose and pleasure. We appreciate reading as a pathway to embrace heritage and culture; as a way to open up new worlds to our pupils, both real and imagined; to develop empathy, creativity and imagination. We value the academic benefits of reading: increasing knowledge and vocabulary acquisition and improvements in the quality of written work. We acknowledge the personal and emotional effects that reading can have on health and wellbeing and in developing memory, concentration and focus. Books and reading are at the heart of everything we do. Our bespoke, book-based curriculum is built upon quality picture books, novels, poetry and non-fiction texts, which support children on the journey from reading to writing. Within our timetable, we are committed to ensuring all pupils have daily opportunities for word reading and comprehension: providing daily phonics and comprehension lessons; independent reading time and class novel time.

Implementation

The Content of the Reading Curriculum

We have developed a reading curriculum, underpinned by National Curriculum and informed by our school context and the interests of our pupils. Our curriculum builds upon previous learning across the key stages, with Seven “Good Reader” skills at its core:

A good reader:

- Makes predictions and asks questions;
- Identifies important words, phrases and ideas;
- Uses their background knowledge to connect with what they read;
- Thinks like a detective and uses inference;
- Visualises;
- Identifies breakdowns and uses strategies;
- Puts all the clues together to get the “gist” or meaning. (Synthesises and summarises.).

Verbal responses are supported by year group booktalk “Thought Sort” statements.

Teaching and Learning

Direct phonics teaching begins in nursery. The Read, Write Inc program is used to provide a structured and systematic approach to teaching daily phonics, throughout EYs and KS1. The Freshstart programme is used to support pupils in upper KS2, who are still experiencing difficulties in reading.

KS1 and 2 also have a daily reading lesson to develop reading fluency; vocabulary; comprehension and text response skills.

Our bespoke, book-based English curriculum is built from quality texts, which support children’s reading development and provide the models and stimuli for the reading to writing process. Alongside our core teaching of reading, pupils are exposed to a wide range of stories, rhymes, poems and non-fiction texts, through all subjects, to build knowledge and develop a love of reading, whilst reinforcing and building reading skills. DEAR (Drop Everything and Read) time is a daily opportunity in all classes to develop reading stamina and independence.

Throughout school, in all subjects, there is a high focus on the acquisition of vocabulary: progression documents ensure that staff provide opportunities to revisit previously-taught words and introduce relevant, new vocabulary.

EYFS

By the end of EYFS, pupils are expected to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Pupils demonstrate understanding when talking with others about what they have read.

In the RWI programme, they children are expected to have achieved the red level and have also been introduced to tricky and high frequency words.

Key Stage One

Year 1 reading builds on the work from EYs, so that children can sound and blend unfamiliar words quickly and accurately using their existing phonic knowledge. Pupils continue to learn new grapheme-phoneme correspondences and knowledge of common exception words. This is supported by reading books consistent with their developing phonic knowledge. Alongside phonics they will hear, share and discuss a wide range of stories, poems and non-fiction texts. By the end of Year One, the expectation is for children to have secured the blue level of RWI, with the majority of pupils passing the Y1 phonics test.

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes accurately and without hesitation. The majority of pupils should have completed the RWI program by Autumn 2 of Y2. During Year 2, a strong emphasis is placed on developing pupils' fluency through accurate and speedy word reading. They will hear, share and discuss a wide range of stories, poems and non-fiction texts. By the end of Year 2, pupils are expected to read most words of two or more syllables accurately; most words containing common suffixes and most common exception words. They can read most words accurately without overt sounding and blending; self-correct; explain what has happened so far; answer questions and make some inferences. They leave Year 2 with the necessary reading skills and habits to access the Year 3 curriculum.

Key Stage Two

Year 3 and 4

Pupils continue to apply and consolidate their phonic learning from KS1. They read books at an age-appropriate level independently, accurately and at a speed which facilitates comprehension, allowing them to access a range of texts, which support learning across the curriculum. They decode unknown words, making a good approximation at the word's pronunciation. They have strategies to check that the text makes sense and can summarise and share their understanding of events and characters. They further develop their skills in prediction and inference, using evidence from the text to support their responses.

Year 5 and 6

Pupils read a wider range books at an age-appropriate level independently, accurately and at a speed which facilitates comprehension. They adopt a range of strategies to check that the text makes sense. Most words are read with increasing automaticity, demonstrating the appropriate intonation, which shows pupils' understanding. Readers are aware of the conventions of different texts and genres and can talk about texts using increasingly sophisticated vocabulary including metaphor, imagery, style and effect. Pupils demonstrate increasing capacity in a range of reading skills such as: making comparisons; drawing inferences, summarising, predicting, identifying viewpoint and using valid evidence to support their responses. They leave Year 6 with the necessary reading skills and habits to access KS3 curriculum.

Assessment

Assessment of reading takes many forms.

Formative assessment of reading takes place in all lessons, through observation; listening to pupils read; analysing written and verbal responses to comprehension questions and during booktalk. The outcomes inform future planning.

- Formal RWI phonics assessment takes place each half-term.
- Y1 phonics screening is practised on a termly basis.
- Y3, 4 and 5 reading is also assessed formally using NFER termly comprehension tests, which provide a standardised score for each pupil.

- Y2 and Y6 are assessed formally using termly SAT papers, which provide a scaled score for each pupil.

Accelerated Reader is used to monitor students' reading practice and make informed decisions to guide their future learning. Pupils take a STAR reading test every half term. This provides a ZPD range (Zone of Proximal Development) from which pupils can choose reading books. This ensures that they are reading books with the correct level of challenge to ensure optimal growth. The STAR test is also a diagnostic tool for teachers, providing an approximate reading age; a standardised score and personalised, suggested skills programme for each child.

After reading their AR books, pupils take a short, online test to assess their understanding of that text. We are committed to ensuring that all pupils are ready for their next step in learning. Where pupils fail to meet the expected standard for their year group, interventions are put in place to allow them to catch up with their peers. The Reading Plus programme is used to support pupils in developing their fluency, pace, independence and comprehension.

Home Reading (See appendix document for further details.)

Parents are actively encouraged to be involved in their child's reading journey throughout their time at school. Our home reading expectations encourage children to build good reading habits and foster a love of books. Whilst they are on the RWI program, pupils will take home the current RWI book; the corresponding book bag book and a sharing book from the reading area/ library. Pupils are rewarded for bringing their book bags in every day.

Once pupils have taken a STAR reading test, they choose a book from their ZPD to read in school and at home. Pupils are rewarded for achieving 90%+ on their book quizzes; meeting their minutes per day target and for the number of words they have read.

Inclusion

As a school, we ensure that all pupils have the right to be a reader and access to quality texts, irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. A graduated approach to support reading acquisition is in place to ensure that all pupils meet their reading potential.

Opportunities and Resources

We enhance and engage learning through learning through reading events, focus weeks, author visits, library trips and visiting book fairs.

Resources include:

<https://www.ruthmiskin.com/en/>

<https://www.oxfordowl.co.uk/>

<https://readtheory.org/>

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics>

<https://ukhosted63.renlearn.co.uk/2244508/>

Monitoring

The Early Reading lead monitors and reviews the implementation of the phonics program, including the quality of teaching and learning; the organisation of groups and assessment, in consultation with the Headteacher, SLT, staff members and governors. The English lead monitors the effectiveness of reading lessons; reading within the English curriculum and reading assessments, including Accelerated Reader.

Monitoring is carried out through a range of methods including:

- Regular book scrutiny;
- Learning walks;
- Data analysis;
- Display and learning journey observations;
- Teacher observations;
- Teacher surgeries;

- Pupil voice surveys.