

What does Reading look like in our school?

Intent

What does it mean to be a reader?

At the core of our curriculum is speech, language and communication development because they lay the foundations for skills needed for children to be successful readers across all subjects. Every day the children have time to listen to their class teacher, or a guest reader, read to them in class. This means, that during the academic year children get to listen and experience at least 6 high quality texts being read to them in a manner that models good habits and techniques. The high-quality texts are also linked to the wider curriculum so the children can see links across the subjects. Children are encouraged to appreciate books, to read independently, to make good progress and to take immense pleasure in reading. We aim to foster skills which will remain with the children for life.

Each classroom has a dedicated reading area which includes a variety of class books (fiction and non-fiction) which the children can choose and read for pleasure. These appeal to different genders and also reluctant readers. Every day, pupils partake in DEAR (Drop Everything and Read) with dedicated time set aside daily for pupils to read a book of their choice. Please refer to our Reading Spine for the books we are encouraging children to read in each year group.

Implementation

Our Curriculum and High Quality Resources	
EYFS KS1	<p>Read Write Inc (RWI) is the phonics complete literacy programme that we use which helps <u>all</u> children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at St Mary and St Peters we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.</p> <p>All children in the EYFS and KS1 receive a 30- 40 minute discrete phonics session every day. The children are taught in phase groups across each year group. The children's progress is regularly assessed and they move through the phases at their own pace. The class teacher will send home reading books that link directly to sounds they have been working on including the sounds that have been learnt so far. The expectation is that children will read at home at least 5 times a week to develop their fluency and comprehension skills.</p>
KS2	<p>In Key Stage 2 children reading skills are taught and practised using VIPERS during whole class guided reading sessions. Children will continue to have access to our reading scheme until they are assessed by the class teacher as being a free reader. Our expectation is that for the majority of children this will be by the end of Year 2.</p> <p>In Key Stage 2 the expectations for home reading remains the same for all children to read at least 5 times per week. Whilst almost all of our children would have completed the Read Write Inc programme which has given them the skills to decode words, the children still need to develop their reading skills further. In KS2 the focus shifts from decoding and is more about comprehending what has been read. This means that home reading in Key Stage 2 will feel different to home reading in KS1. It is still just as important but your child might</p>

	<p>require more support with comprehension questions as opposed to recognising words in KS1.</p> <p>The children also have access to library books from the main school library and their class library and can choose what they read at home.</p>
--	--

Impact

Five key principles underpin the teaching in all Read Write Inc. sessions:

- **Purpose** – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about
- **Participation** – ensure every child participates throughout the lesson. Partnership work is fundamental to learning
- **Praise** – ensure children are praised for effort and learning, not ability
- **Pace** – teach at an effective pace and devote every moment to teaching and learning
- **Passion** – be passionate about teaching so children can be engaged emotionally.

Feedback and Assessment

Children receive precise and positive verbal feedback regarding their skills, what is good and next steps where applicable.

Written feedback to parents will share teaching focus and next steps as well as ways in which you can support your child with their reading at home.

Assessment and Tracking Progress	
<p>On a Friday, we check the children's reading records for evidence of five reads. If they have completed this we record this on a record sheet. We then add up how many children in each class have read and calculate a percentage. During Praise assembly, we reveal which class has the highest percentage. The winning class gets to choose a class treat for the following week from a list, which was decided by our School Council. Children will also collect badges to recognise the progress in their reading.</p>	
EYFS	<p>Reading progress is checked regularly as they progress through the RWI phonics programme. Children are assessed throughout every lesson through teacher observation. Teachers will assess how children:</p> <ul style="list-style-type: none"> • Recognise and say the sounds • Read words • Decode the story • Comprehend the story <p>Children will receive targeted support and intervention where children are falling behind to enable them to keep up with their peers.</p>
KS1	<p>As above including each term we carry out a more summative type of assessment in the form of a PIRA reading test. This gives us additional evidence to say whether children are on track with their reading or not. In the summer term of Year 1, the government asks us to do a phonics check of all the children. We will let you know how your child has done. Children who do not pass the phonics check in Year 1 retake the assessment during Year 2 to ensure that they have made progress. If your child is a candidate for this, then we will let you know in advance and also feedback the findings. In Year 2, there will also be</p>

	formal assessments, which are set nationally, in reading, (writing and maths) (SATs) teachers will make their judgement based on evidence gathered throughout the year.
KS2	Each term we carry out a more summative type of assessment in the form of a PIRA reading test. This gives us additional evidence to say whether children are on track with their reading or not. At the end of Key Stage 2 in Year 6, pupils will be formally assessed in reading, (spelling, punctuation and grammar and mathematics). These assessments are set nationally and are sent away to be marked externally.

Provision for those children who need additional support

To support our vulnerable readers, who despite varied efforts and approaches still do not make expected progress, we conduct more in depth additional assessments. The key ideas and building blocks for reading are important for everyone. We recognise that some children have a poor working memory and that they will not access texts unless they can read fluently, and essential prior knowledge of vocabulary is in the long- term memory. Support for these children might include: pre-teaching of vocabulary; use of additional adults; scaffolds; over-learnt vocabulary; and additional 1:1 support.

The opportunities and provision for the teaching and learning of reading are as follows:

Shared reading

- Class reading sessions
- Guided reading: Carousel and Whole Class
- DEAR Time
- Daily reading opportunities for selected pupils
- Synthetic Phonics: Taught daily in EYFS and KS1 using Read, Write Inc.
- Links to parents – Each child has a reading diary which logs books they have read and comments about their reading. Parents and teaching staff write in this book.
- Library- Each child has the ability to visit the library on a regular basis to change their book.
- Our Library facility is open at least three lunchtimes each week for recreational reading opportunities
- Class books: Stories are read to the children on a daily basis throughout the school.
- Reading at home: Children are encouraged to read at home every day and this is given high priority
- Reading den and reading sheds on key stage playgrounds for children to enjoy reading outside