



READING on a page

Intent

We make it our priority to ensure that every child learns to read by the end of Key Stage 1. We aim to create fluent readers who monitor and self-correct, understand what they read and read for enjoyment and pleasure. We are committed to help children find enjoyment in reading and to appreciate how books can offer a window to other worlds, meet amazing characters and learn about the world they live in. We choose books with diverse themes that help to build on their cultural capital and knowledge. Through our carefully created reading spine and whole class shared reading lessons, we ensure that children leave Robert Shaw having been exposed to a wide range of world-class literature.

Implementation

- Early reading is taught through daily, high quality whole class phonics teaching
- Children practise their decoding skills and apply their phonic knowledge through reading phonetically decodable books
- Children at risk of falling behind are identified quickly for phonics and reading interventions
- We have a strong Reading for Pleasure culture and RfP pedagogy underpins our whole reading curriculum
- Daily story time is prioritised all the way across school
- Regular 1:1 reading is utilised in EYFS and KS1 and for those children not at ARE in KS2.
- Shared reading of quality texts and stories gives children the opportunity to hear books they may not be able to access independently.
- Whole class shared reading is introduced in Year 3. This is based on the work of the Transform Trust team. VIPERS or follow up activities are recorded for assessment and to practise these skills.
- Fluency is taught all the way through school. In EYFS, Y1 and the Y2 this is through the repeated reading of reading books. In KS2 fluency is taught during whole class shared reading.
- Our approach to teaching Early Reading and Phonics is shared with parents to enable them to support their child at home.
- Core Texts are read to support the wider themes of the curriculum, expose children to challenging and interesting texts and are also studied in class to develop children's understanding of literature.
- Teachers then model the expert reading of texts a year to 18 months above the year groups reading age, exposing children to vocabulary and complexity they would not normally read.
- Children are regularly exposed to a wide variety of chosen texts that support their learning, including: poetry, children's classics, modern fiction, song lyrics and non-fiction.
- Children close-read short sections and practise a range of skills required to become confident readers.
- High quality phonics is taught daily from Reception to Year 2 and in Key Stage 2 for children who need it.
- The Read, Write Inc scheme has been adopted which ensures good pace and progression throughout EYFS and KS1.
- Read, Write, Inc. Phonics assessments are carried out half termly and are recorded on the Ruth Miskin Phonics Tracker to support individual and class analysis and in turn support teaching.
- Phonics and reading interventions are quickly put in place for children who need support.
- Reading fluency interventions are also put into place for children who need support. These include high-frequency word/sentence practice and one-to-one reading.
- Read, Write, Inc. Phonics 'one-to-one tutoring' takes place, working with the lowest attaining readers to close the gap
- 1:1 reading takes place at least once a week for every child in EYFS and KS1 and for those children not meeting the expected standard in KS2.
- In Key Stage 2 children are expected to read at home every night and this is recorded in home-school diaries
- All classes have regularly updated libraries that focus on fiction texts and KS1 and KS2 have libraries that provide, mainly, a wide range of non-fiction texts designed to tempt.
- Weekly KS1 and KS2 book clubs to support reading for pleasure.
- Phonics and Early Reading workshops are held for new parents in EYFS and EAL parents
- Daily ERIC time gives the opportunity for children to read and for teachers to hear individual readers or groups
- Reading for pleasure is celebrated throughout school and encouraged through events (eg visiting well-known authors), new books etc
- Shared reading takes place every day in **KS2 at least five times a week**. This may be as part of the writing process, linked to the core text or as part of the wider curriculum.
- Follow up activities are recorded in English books and marked by the children/staff to give immediate feedback and address misconceptions.
- Non-Fiction books linked to topics and science are used for shared reading
- Teachers model expert reading and explore texts in depth; looking at authorial intent, vocabulary, inference and encourage critical thinking

- Standardised testing is used as the main form of assessment termly but interim comprehensions may be used for ongoing AFL as well as ongoing teacher assessment through conferencing, whilst words per minute assessments are used termly to inform teachers of each child's reading fluency.

| What does our planning include? | What approaches to Teaching and Learning do we use? | How do we provide feedback for children? |
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| <ul style="list-style-type: none"> The name of the text The skills being taught/practised (VIPERS) Use of rich texts linked to the wider curriculum A clear sequence of learning Transform Reading objectives Opportunities for GD thinking Support for lower attainers identified Links to the writing block Questions and themes Time for conferencing and whole class feedback | <ul style="list-style-type: none"> Rosenshein's principles Expert reading Digital Learning Close reading Knowledge rich Role Play/drama Conscience Alley Stories, images or video clips Debates and discussions Hot seating Cross-curricular links | <ul style="list-style-type: none"> Immediate feedback within the lesson. Self-assessment of follow up activities. Whole class feedback to address common misconceptions immediately and to explore texts in more depth. Reading conferences 1:1 verbally. Phonics, fluency and Headstart tests |

Impact

- We achieve strong reading outcomes by the time children leave Robert Shaw though we are never satisfied as our aim is for every child to leave Robert Shaw with a love of reading and the ability to access the secondary curriculum and its reading demands with confidence and success.
- We assess and monitor phonics progress for children from the first days of school every half term up to Year 6 for children still in need of daily phonics instruction – this is especially important for children new to English and those that have arrived at school at different ages beyond Reception (we have higher than average levels of mobility).
- Reading fluency is tracked through teacher monitoring and assessments and children are take termly reading comprehension assessments before their end of KS2 assessments in May of Year 6.