

"Learning with our head, heart and hands so that we can experience life in all its fullness"

Reading

Intent, Implementation and Impact



Intent

"Reading is a passport to countless adventures" Mary Pope Osbourne

At Matching Green C of E Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. We know that reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.

Implementation

At Matching Green C of E Primary School, staff put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want to ensure children develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read.

We start by teaching phonics throughout the Foundation Stage and Key stage 1. At Matching Green C of E Primary School, we follow the Letters and Sounds principles and practice of high quality phonics. The six phases of the Letters and Sounds document provides a structure for the teachers to follow and plan children's progression. The teachers carefully adapt their planning to meet the needs of the children within their class. The teacher's individual assessments will inform the rate at which the children are able to progress through the phrases and adapt their pace accordingly.

Phonics and reading activities are taught in whole class and small group situations. Children will work with children who are at the same phonic and/or reading level. This is so that the

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teaching can be focussed on their needs. Discreet phonic sessions take place daily for 15 - 20 minutes and there are also enhanced phonic activities within the indoor and outdoor environment to ensure children are learning with their head, heart and hands. Phonics sessions are also delivered to those children in Key Stage 2 who have not yet passed the Year 1 Phonics Screening test.

Reading interventions focus on word reading for children who are struggling to decode and/or reading comprehension for those children who can decode fluently but do not understand what they are reading. All programmes are rigorous and systematic with the intention that these children will show progress as quickly as they can.

Children hear, share and discuss a range of high quality texts through our whole class teaching, both in terms of fiction and non-fiction. Genres and texts are mapped out across our curriculum maps to ensure progression and breadth of coverage matches our topic plans. We ensure children of all ages learn comprehension strategies and are able to respond the following key reading domains:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising (KS1) / Sequencing (KS2)

The level of challenge increases throughout the year groups through the complexity of texts read.

Vocabulary is developed in a number of ways. Every class displays key vocabulary for that half term. Tier 1 words are developed through spoken language and introduction in EYFS and KS1 as higher frequency words. Spelling lists support the development of this. Tier 3 vocabulary is developed through curriculum coverage and displayed for children to discuss and use in their oral and writing practise. Tier 2 words are shared and celebrated through displays, feedback and carefully planned teaching, to ensure vocabulary is developed not just for range, but utility of words selected.

Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. All classrooms have attractive book corners where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading. Across our entire curriculum, we embrace computing and the use of apps to compliment the teaching of reading and development of reading skills in school (for example, the use of MyON and Accelerated Reader). We understand that active learning plays a key role in the development of skills across the curriculum and we strive to weave this into our teaching of reading wherever possible.

We run parent information sessions on phonics for Year 1 parents, reading and SATs for Year 2 parents and a SATs meeting for Year 6 parents so that they understand age-related expectations. These sessions are always very well attended by parents and carers who often comment about how helpful the sessions have been for them.

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The following strategies are used to encourage reading and to develop the love of reading in our school:

- Story time: Story time takes place every day in EYFS through to Year 6. High quality texts are selected by each teacher that the children are interested in and excited by.
- School library: The children take home reading books to share at home and are encouraged to read widely across both fiction and non-fiction. Our Accelerated Reader scheme informs children where to choose books from that will be appropriate to encourage their reading with success in quizzes, while ensuring enough challenge to make progress.
- Reading environment: Topic books are available in each classroom to help promote an inquisitive nature about topics.
- Drop Everything and Read (DEAR): Every week, parents are invited to school to read with their child/children in house groups.
- Ready Readers: Once a week, children are mixed into house groups to take part in ready readers. Through this, our stronger readers (regardless of age) can support our lower-attaining readers and share good reading practise.
- Special Boxes: Each classroom has a 'special box' that is full of captivating books carefully selected by the teacher. Teachers choose texts that will engage, stimulate and motivate children in all areas of their reading. These books are held with high regard and children are rewarded with the opportunity to read and look at these texts.
- Enrichment days: Throughout the year we have days specifically dedicated to reading which develops the children's' curiosity to learn something new and fun. For example, we take part in World Book Day annually, which will include a number of activities all surrounding reading. Similarly, we celebrate National Read a Book day, which will bring reading to the forefront of our school day.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

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In addition to this:

Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.

The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.

There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)