

POLEHAMPTON CE INFANT AND JUNIOR SCHOOLS

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READING RATIONALE



Vision | Intent

At Polehampton, reading is at the very heart of our curriculum. Reading plays an integral part, not only in academic attainment but in well-being and awareness of the wider world. We aim to support children to become able readers by allowing them opportunities to develop the skills and understanding in three key areas:

- Children's enjoyment, confidence and motivation to read.
- The development of reading skills such as decoding, blending, intonation, expression and comprehension.
- Children's reading behaviours – the opportunity to read widely including texts which will allow them to develop an appreciation of our literary heritage and windows to the wider world.

The teaching of early reading is at the foundation of all our work. We deliver a systematic phonics scheme – RWI – to enable all children to develop the phonetic knowledge needed to recognise and blend phonemes.



To enable to help the children to understand the texts they read, we also explicitly teach comprehension and fluency skills, including the use of prosody.

Children are given opportunities to read across the curriculum and for enjoyment and are also taught explicit reading skills. They are also given the opportunity to discuss what they have read both informally and through more structure, formal presentations.

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"Let Your Light Shine" (Matthew 5:16)

Gratitude - Friendship - Perseverance - Forgiveness - Honesty - Compassion





Curriculum | Implementation

There are several methods through which all children in the school are taught to read and to enjoy reading:

- Synthetic phonics (RWI)
- Whole class teaching
- Guided Reading
- Whole Class Texts
- Class Novels
- Classes read to daily
- Visits to the Library
- Reading focus shared with home in reading records
- Events to celebrate reading.

Each Key Stage is vital in a child's reading development and therefore, provision is adapted to meet the needs of the children therein.

Whole School

- All classes are taught how to read during whole class reading sessions using high quality whole class texts, as can be seen in our reading spine.
- 6 key comprehension skills (see below), explicitly modelled by teacher.
- Fluency is taught explicitly: rate, accuracy and the prosody.
- Individual pre-reading and post-reading tasks
- The children who most need to improve their reading are identified spotlighted during reading lessons.

Reading for Pleasure

- Being read to and questioned about what they have heard
 - Access to a large library of books in classrooms and a dedicated library space
 - Access to inviting book corners
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EYFS and KS1

- Daily Phonics sessions (using Read, Write Inc Methods and resources).
- Phonetically decodable books changed weekly.
- Phonics interventions for the children who most need to improve their reading – Fast Track Tutoring. In addition, in EYFS there is wider provision, reflecting the importance of early reading:
- Inviting reading area, often themed-based, including key words and phonic readers
- Key words and sounds in indoor environment
- Key words and sounds in outdoor environment including reading shed featuring topic linked texts and phonetically decodable books to encourage independent reading.
- High quality vocab displayed linked to topics & display of weekly phonic focus words (supported by child-led and adult-led activities).

KS2

- Paired Reading (as advocated by Education Endowment Foundation)
- Regular interventions for those requiring support including pre-reading, Dyslexia Gold and ABC to Read
- Children requiring specific support or challenge may be heard read individually in KS2, particularly for those who did not pass the phonics screening check.

Curriculum structure in a typical week

Children in KS2 experience one reading lesson per day, with the following structure:

One main skill is developed over one week, with summarising every Friday.

- Discrete Phonics is taught daily in EYFS and KS1. Children in most need of improvement in their reading are heard individually.

Lesson delivery (Pedagogy) Read Write Inc is the main scheme through which we teach children to decode, blend and segment words. Tricky words are also taught within decodable story books.

In Whole Class Reading, explicit comprehension skills are taught:

- Activating Prior Learning • Summarising • Clarifying • Questioning • Predicting • Inferring.

Fluency is also taught explicitly:

- Rate • Accuracy
- Prosodic skills: phrasing, emphasis & volume, smoothness, intonation. Children are encouraged to be aware of these skills and actively and consciously engaging these strategies, particularly when they realise their understanding is less



secure. At Polehampton, teachers follow best practice to encourage children to read for pleasure as well to garner information.

They do this in a number of ways:

- Taking responsibility for and planning to develop children's RfP alongside and as complementary to reading instruction.
- Effectively using their wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading.
- Guiding children when they are making their own reading choices and exercise their rights as readers
- Making time and space for children to explore texts in greater depth, share favourites and talk spontaneously about their reading
- Building reciprocal and interactive communities of readers.

IMPACT

Assessment Children's reading is assessed in a number of ways to identify specific areas of need:

- Phonics: weekly phonics quiz and half-termly RWI assessments which may lead to regrouping and identification of those children in need of Fast track Tutoring.
- Assessment against National Curriculum objectives during lessons and individual reading sessions. Reading assessment against year groups objectives is recorded on Sonar and in marking and feedback books.
- Half-termly and termly reading comprehension tests in Year 1 – Year 6 allow teachers to assess their understanding and identify areas for further development via question level analysis. (NFER and SATS materials.)
- Reading records allow parents to communicate to school about how well their child has read at home. Teachers share the reading focus for each week with parents and may also comment on the child's attainment and progress. These reading foci link to the skills being taught in class.
- Targets for the child's reading are shared with parents in their termly reports and discussed during Parents' Evenings, and in the Annual report to Parents.

Outcomes (Impact – how we measure and evaluate)

The Subject leader regularly monitors the standards in reading in several ways, including:

- Termly data analysis, including analysis of standards on Sonar
 - Children's work
 - Reading records
 - Pupil conferencing
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- Teacher planning
 - Lesson observations and learning walks
 - Displays.

Standards in reading are monitored in variety of ways in addition to the above. Our bespoke assessment system allows us to analyse performance: PITA (Prediction In Time Assessment) data is used to look at standards in each year group and PAT grids (Pupil Attainment tracker) are used to assess the attainment and progress of whole classes and key groups such as girls and boys, children in receipt of PPG, SEND and Prior Attainment groups. Work and planning scrutiny and pupil conferencing also allow us to gauge attainment, engagement and progress in each class and for individual children. The teachers EYFS and Year 2 attend moderation events to standardise their end of key stage judgements.

Curriculum Enhancement

Several events are conducted, some annually, to maintain the profile of reading in school:

- Book fairs
- Workshops
- Book swaps
- World Book Day Celebrations

Partnerships

Partnerships with parents are vital. Annual phonics and comprehension sessions are held to support parents hear their children read. All support materials, including recommended reading lists and suggested reading record comments are shared on the website as are videos supporting parents in hearing their children read and informing them of how reading is taught in school. Work with the Trust and other schools to share best practice occurs regularly throughout the year, including moderation activities.
