

Intent

GROWTH:

In Reading, we are exposed to more and more challenging texts as we get older, developing our prosody. We are inspired by high quality authors, reading a range of texts including non-fiction, fiction and poetry. We apply the key reading skills at a deeper level as we progress through school, widening our vocabulary at the same time.

RESILIENT:

We are resilient readers, using strategies to tackle unknown words and to read lengthy texts. If an answer is not directly in the text, we use inference skills to work out what the author is implying. We practise reading with prosody aloud to others.

OPPORTUNITIES:

Our teachers are passionate about reading and read inspiring books to us each day. The texts that we read take us to places we haven't been, meeting people of different cultures, religions and races. We meet professional authors who inspire us. Our classrooms, library and reading sheds allow us the opportunity to choose and read a whole variety of books. We apply our reading skills to perform plays to the whole school and our families.

WONDER:

Reading allows us to find out more about any country, animal or lifestyle we wish. Through reading fiction, we can travel to another place and escape, gaining an insight into other people's lives. We can be taken back through history, transported to the future. Reading is a gateway to the whole world.

TEAM WORK:

Our year six children are given the chance to be Reading Buddies, recommending books in assemblies and helping younger children progress in their reading. We enjoy different opportunities when we read together, sharing the love of a book together or solving reading skill tasks as a pair. We recommend books to each other.

HEAD, HEART, HANDS:

We use our heads to decode and make sense of the words. Morphology allows us to relate unknown words to words we know, seeing the relationship between words. Our heart makes us want to read, giving us the passion for life. We can scan text for the information we need and use a contents page, index and glossary to find what we need at a glance.

Subject on a Page

READING

Implementation: Planning

A research driven curriculum, written as a collaboration between subject leaders and class teachers, designed to meet all requirements of the National Curriculum following the guidance of the Education Endowment Foundation.

Implementation: Learning Sequence

1. Today's Learning Objective shared
2. New vocabulary introduced
3. Teacher models reading, children echo
4. Teacher models reading skills with explanations and thought processes
5. Paired or independent activity applying these skills
6. Review and reflection



Implementation: Teaching and Learning Pedagogies

Every year group applies a range of reading skills, progressively throughout the school. These skills are revisited each unit so that the children are capable of the following:

- Retrieval
- Inference
- Summarising
- Questioning
- Sequencing
- Predicting
- Clarifying
- Visualising
- Increasing their vocabulary

Implementation: Curriculum Links

Our reading curriculum has explicit links with our writing unit as the texts studied in Whole Class Reading lessons are of the same genre as the writing unit being studied at the same time. The writing lessons are often use an imitated version of the WCR text. We purposefully link texts to our History and Geography units too. At times, texts are chosen in reading lessons to support PSHE, Science and RE.

In all subjects, children practise and apply their reading skills. They often use non-fiction texts to enhance their History and Science knowledge. Books are frequently used for PSHE, especially for times like Mental Health Week or Black History Month.

Implementation: Environment

Classroom displays are expected to be functional working walls that aid teachers in their delivery and pupils in their learning.

Each classroom displays:

- A working wall with current learning and vocabulary up (including a pictorial representation)
- A reading corner which promotes the love of reading
- Bookshelves with a whole range of books, comics and magazines for children to choose from
- The doors of each classroom display the class authors including key information about them

Our library is clearly organised with stickers on the spines of each book. There are categorised by coloured stickers with clearly labelled signs explaining this on the bookshelves. The library is a tidy, calm and relaxing space with an armchair for the teacher to read a story and a large rug for the children to sit on. There is a display showing all the class authors and framed photos of the teachers holding their favourite books.

We have reading sheds which the children can use over breaks and lunchtimes to relax with a book or comic. Our library is open each Friday lunch with our Reading Buddies eager to enjoy a book with the younger children as well as tidy and organise the bookshelves.

Implementation: Feedback

Pupils are given regular, immediate feedback in lessons as this can have the biggest impact on learning.

In addition to this, pupils are informed of their progress towards their learning objectives through the use of stampers. Where appropriate, comments may be written in books to praise, support or further challenge pupils.

In some situations, pupils may provide peers with feedback.

When children read to adults, they receive written feedback in their reading diaries as well as verbal comments and advice. Formal assessments are conducted by teachers once per half-term which teachers use to inform their planning.

Implementation: Support

Quality first teaching strategies to support all learners to reach their full potential.

Use of questioning to guide pupils to self support.

Scaffolding of tasks where appropriate to support independence whilst continuing to access the intended learning outcomes.

Direct adult support on a 1:1 or small group as required.

Formative and summative assessments to inform next steps for individuals or groups.

Adapted questioning to support or challenge as required.

Learning challenges to stretch the more able.

Impact: Evidencing

Written outcomes will be recorded in their Whole Class Reading books.

Some non-written outcomes may be photographed. During Author Weeks, all work is complete in Whole Class Reading books.

Impact: Assessment

Live marking in lessons and through review questioning at the end of a lesson.

Formal, formative assessments one per child each half-term to assess children against the NC requirements and assess fluency.

Summative assessments once per term.

Impact: Monitoring

Following the school's tiered approach to monitoring.

Book looks, pupil voice, learning walks and staff voice play an important part of our tier 1 monitoring.

This is supported by an annual more in depth dive with SLT.

