

English – Reading

Intent

It is our intent at Kirk Smeaton to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

With regards to Reading, phonics will be emphasised in the early teaching of reading to beginners when they start school.

We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Implementation

Teachers will be familiar with the reading objectives for their year group and will plan accordingly. To ensure all the objectives are covered they will use the 'Reading Skills Progression document' to aid their planning.

- Phonics will be emphasised in the early teaching of reading until children have reached a standard that allows them to access texts independently and confidently. At Kirk Smeaton, we use **Floppy's Phonics** which is a synthetic phonics program that provides everything needed to help children succeed in early reading. This scheme combines a comprehensive teaching program and fully decodable print books with an online reading world which includes eBooks, and online resources.
- In EYFS, phonic sessions are taught daily and in the Summer the pupils are introduced to guided reading to prepare them for KS1. In KS1 phonics sessions take place daily and guided reading sessions take place 5 times over a two-week period. Reading objectives will also be covered during the English teaching sequence and in other curriculum areas.
- Teachers choose high quality texts to drive the teaching of English. Wherever possible, this should be linked to the topic being taught. (See Reading /Writing Two Year Cycle)
- Each week, in KS2 there are at least 3 reading sessions with a specific reading focus.
- Information retrieval is the core skill for comprehension, and should be given the greatest priority, especially in Years 2 and 3. These skills will then be used to underpin the other Content Domains. In KS2, the priority of significance of Content Domains is: 2b, 2d then 2a. These remain the key skills.
- Teachers will set comprehension questions using the class text and from extracts from other quality texts.
- Teachers will also set comprehension questions from non-fiction texts and poetry.
- Pupils will be taught to use Paired Reading skills, whenever they read with a partner.
- All other objectives will be taken from the National Curriculum.
- Poetry, in some form, must be included in each half term's planning, e.g.: comprehension, recital, performing.

Pupils have access to a wide range of reading opportunities that include:

- shared reading;
- regular independent reading;
- paired reading;
- home/school reading;
- reading to volunteers;
- hearing books read aloud on a regular basis;
- selecting own choice of texts;
- reading in other subjects;
- weekly visits to the school library;

Reading For Pleasure

At Kirk Smeaton we provide pupils with many opportunities to develop a love for reading.

This includes:

- Reading with Peers/Paired Reading
- Modelling (adults around school model their own love of reading and appreciation for particular authors).
- Authors (Pupils meet authors who can inspire a love of reading).
- Class Novel/Book (Each class follows a class novel/book chosen due to its appeal to children in the year group. The novel/book is often linked to the curriculum topic.
- Listening to Stories for Pleasure - A whole class book is shared with each class and it is read by the teacher/TA. The teacher/TA models the skills of proficient readers, including reading with fluency and expression.
- Reading Scheme - The majority of pupils are on the reading scheme. Children who have completed the reading scheme become 'Free Readers'. There is a wide variety of books for children to choose from at the Free Reader level.
- School Library
- Reading Rewards - Pupils aim to read 10 minutes daily at home. The children are rewarded with dojos or credits every time they read at home.
- Learning Environment - The learning environment in school stimulates pupils' interest in reading.

Home reading

Home reading is recognised as an important element in ensuring pupils can read confidently and fluently. How this operates in Kirk Smeaton is described below:

- Pupils read books from the book banded scheme which offers books from a variety of reading schemes. (See Book Band Colours)
- In EYFS pupils read phonically decodable books which link to the sounds they are learning in phonics. (Floppy's Phonics)
- Teachers monitor pupils' book choices during whole class reading sessions in KS2 and from listening to children read individually in KS1. Teachers will also check children's reading books during Assessment Week.
- Class teachers will check Reading Diaries daily to ensure children are reading at home. Each child will receive a Dojo point every time they read at home.
- Where reading is identified as an area for an individual pupil's development, appropriate strategies will be put in place.

Recording

- Each child has a reading diary in which their reading both at home and at school is recorded.

Intervention

- Different interventions are in place for pupils who are identified as not making the expected progress or working below age-related expectations. These may be identified by class teachers and the SENDco:

Urgent Intervention	Daily Reading
Intervention	3x per Week Reading
Monitor	1x weekly Reading
At/Above Expected Level (KS2)	2x per 6 Weeks

Assessment

Formative assessment is carried out on an on-going basis, with pupils' performance against National Curriculum objectives recorded on Teacher Assessment Grids. This allows teachers to easily identify the strengths of individuals, groups and classes, and adjust teaching accordingly.

Summative assessment is carried out on a termly basis, as per the Assessment Policy. Previous SATs papers are used in Year 2 and 6 and the Rising Star assessments are used in Years 3 and 4. Scores are submitted to the Data Leader for moderation before being input onto the school's tracking system. These scores are analysed by the headteacher and the teacher and used in pupil progress meetings to identify which pupils are on track and which pupils need focused interventions in order to make progress and reach the expected level.

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 synthetic phonics and reading enquiry, children become fluent and confident readers who can apply their knowledge and experience to a range of texts through the curriculum.

As children journey through school they:

- develop positive attitudes towards reading so that they find it a pleasurable and meaningful activity.
- use reading skills as an integral part of learning throughout the curriculum.
- read and respond to a variety of texts whilst gaining increased levels of fluency, accuracy, independence and understanding.
- Develop different strategies for approaching reading and be able to orchestrate the full range of strategies.

As a Year 6 reader, transitioning into secondary school, 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.

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 percentage 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)