



Subject Rationale: Reading

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Curriculum Intent

Our Reading curriculum will enable children to learn and practice the key skills and knowledge as set out in the National Curriculum. The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Through Reading at Calverley Parkside Primary School, pupils will:

- learn to read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- read a wide range of carefully chosen fiction, poetry and non-fiction texts

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality Reading sequences of learning:

- to have pupils who set high expectations to meet their potential
- to prepare pupils for modern-day life
- to instill a lifelong love of reading
- to regularly celebrate and share our successes
- to be part of an inspiring and challenging reading environments

The teaching of Reading reflects our school values in the following ways:

Ready:

We keep going when things get difficult - When learning to read, we come across many unfamiliar sounds and words and need to have resilience to keep using our phonic skills to decode or break them up into parts. Children in EYFS and KS1 regularly read 1:1 with an adult and are taught strategies in phonics and whole class reading lessons to persevere independently. Many of our favourite stories that we read and teach in class feature characters who overcome the odds and never give up.

We prepare for the future by setting high expectations for ourselves - Reading is such a big part of daily life after school so we have created a reading list of texts that provide a high level of challenge in each year group. We continually ask and answer challenging questions about what we read both in lessons and across the curriculum to

help children develop their skills in comprehension that they will continue to use as they go forward from Parkside. By the time they leave us, children should be able to read fluently and with confidence and be ready to tackle any challenging text they may come across in Secondary school.

Respectful:

We always listen when others are talking - We use our listening skills when we discuss and build upon each other's answers to written questions during our whole class reading lessons. We also foster an environment in which children can discuss their opinions of books and listen to others' opinions respectfully. When studying poetry, we recite, perform and discuss our opinions which helps our children to develop their listening skills as they progress.

We respect difference and know we are all equal - We regularly discuss and help the children to relate to themes in books that highlight differences and encourage acceptance. We have also included a range of stories from other cultures onto our reading list to allow our children to experience more of the world and explore how different people live.

Responsible:

We look after ourselves and each other - We read stories that promote self care and messages of kindness towards others. When children take books home to read they can choose from a range of appropriately levelled texts in addition to having free choice from the library and are encouraged to look after them with care.

How is our Reading curriculum implemented?

The systematic teaching of phonics begins in Early Years and continues throughout KS1 in daily lessons. Phonics is a method of teaching children how spoken words are composed of sounds called phonemes and how the letters in words correspond to those phonemes. We use the Floppy's Phonics scheme in EYFS and Year 1 to teach phonics. This consists of daily lessons of 35 minutes in which each sound is taught over 2 days using the revisit/review, teach, practice and apply cycle. We use the sound books to consolidate these sounds and teach 'helpful words', also known as tricky words, which do not fit the phonics spelling patterns.

Flexible and immediate interventions are used to target those children who need extra support following formative assessments in lessons, as well as for any children in Year 2, 3 and 4 who don't pass the phonics screening check.

Throughout Reception and much of Year 1, Reading is taught with small groups guided by an adult to both decode and orally answer comprehension questions. We place a huge amount of importance on teaching children to become fluent readers early on. To support this, we ensure that our classroom environments are language rich and engage the children in reading at every opportunity. Children also have the opportunity to read 1:1 with an adult each week, many will do this daily until they become fluent readers. We use EARS (Expression, Accuracy, Rate and Smoothness) grids to measure, assess and set targets for children to become fluent readers and remain so throughout school.

Throughout school we teach key reading skills using a whole class reading approach. Using a quality text, often taken from the Owlcotes reading list, lessons contain a fluency or comprehension starter, a teacher modelled skill, a chance for children to practice this skill with the familiar text and finally an exam style question or questions to be answered independently. These questions and answers are then discussed and improved upon during the lesson so that all children can achieve the learning objective. This approach ensures challenge and exposure for all with much of the discussion carried out in mixed ability pairs or groups so that everyone feels confident to join in with the learning. We use a range of sentence stems to support children in forming answers and fully explaining their understanding. These are displayed on Reading working walls and referred to during teacher modelling. Each strand of the reading curriculum is covered in this way with particular emphasis on inference and vocabulary skills as these take the longest to develop and refine. We ensure children have ample opportunity to apply these skills to a range of non-fiction texts that have been carefully selected to form our Owlcotes non-fiction reading list. These texts both compliment our curriculum topics and reflect a wide range of layouts and structures. Each half term we teach, explore and discuss a poem or poet that is chosen from our Owlcotes Poetry spine.

Interspersed with these lessons are stand alone sessions focussed on improving our timed comprehension skills and helping the children apply the skills that they have learnt to an unseen text. As well as helping them to prepare for standardised testing, this helps them to hone their reading skills to be used in a range of situations including real-life

contexts.

We recognise the need for children to develop a wide bank of vocabulary to support their reading but also their understanding of everyday life therefore we have a multi-pronged approach to the teaching of vocabulary. In Reading lessons, we teach children to investigate the meaning of words by first looking at the context, to see if there are any clues in the surrounding words and sentences as well as the subject of the reading. We then look at their component parts to see if there are any recognisable roots, prefixes, suffixes or if it is similar to any words we know already. When we think we may have an idea of the word's meaning we replace the word with a synonym to see if it fits. This process is supported with a poster on each class Reading Working Wall. If children can't determine the meaning of a word then a dictionary is used from year 3 onwards. We also look at vocabulary across the curriculum and using our knowledge organisers for each topic we investigate key vocabulary. With this tier 3 vocabulary we look at the etymology of the word which helps children to remember it's meaning. Our approach to teaching spelling mirrors this and helps the children to become word investigators when spelling, to look for links and how words with similar patterns can have similar meanings.

What is the intended impact of Reading?

Teaching children to read is such an integral part of life at Parkside that it runs through everything we do. Each subject that we teach and each part of the school day offers the opportunity for children to practice and develop their reading skills. Our classroom environments are vocabulary rich from the Early Years all the way up to Year 6 and each one has an inviting reading corner where children can escape and enjoy reading. We aim to completely immerse children in a world of reading so that they not only master the technical aspect but also find joy in good literature. So much can be gained from reading for pleasure that we encourage children to engage in their own reading journey through school, explore their interests and develop their tastes. We invite authors into school to inspire them, hold regular reading events and ask to hear their voices in choosing new texts.

At the end of each term, formal reading assessments are carried out by class teachers using the Rising Stars NTS assessments. These assessments produce specific data on gaps in the children's knowledge so that teachers can plan accordingly. Groups of children who need additional intervention are also highlighted using these assessments so that they can receive help to catch up. In addition, teachers regularly assess during lessons and use our PM Benchmarking resource to ensure children's individual reading books are closely matched to their ability. Our EARS grids support teachers in assessing a child's fluency and providing specific targets to help them make ample progress. In the Early Years and Key Stage 1, we use regular phonics assessments to match their reading book level to their phonics phase, thereby ensuring that the reading books the children take home are fully decodable.

Children can evaluate their own progress in reading in different ways. They can reflect on their progress in lessons when teachers ask them to consider how well they have done or how confident they are feeling. We also encourage them to know their fluency reading targets using their own EARS grid bookmark. Following our assessments, marked test papers are shared with the children so they can see where they succeeded and understand what they need to work on next. Children can then see how much progress they are making, what their next steps are and how their efforts in class have paid off. Lastly, our children take pride in their reading book band colour and we encourage them to approach the teacher or teaching assistant when they feel that they are ready to move on so that this can be facilitated where appropriate or specific targets are given, as well as being adult led.

Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

How is Reading enabled in the Early Years?

Stories play an important part of learning in the Early Years and support children in many aspects of their development. The key areas that are heavily focused on in Nursery to support children's early reading skills are listening, attention and understanding. As children progress through the EYFS they begin to join in with key phrases from stories, anticipate key events and talk about what they have read, asking relevant questions and making comments. By the end of the EYFS, children are expected to be able to read simple sentences and demonstrate an understanding of what has been read to them or sentences they have read.

In the EYFS, reading is embedded in the environment and provision as well as taught through guided reading sessions. Children are provided with opportunities to read in their phonics sessions, daily story times, in the role play area and through the phonics and reading activities that are planned in the provision.

Children also have plenty of opportunities to access reading at home. All children in reception have access to 'Bug club' which is an online programme that gives children access to a range of non-fiction and fiction books that match their phonics phase. These books are also used frequently in class and children have access to these throughout the day. In addition, children are also provided with a reading book to take home with them each week.