

Reading

Intention

At Mary Dean's, we see reading as the heart of our curriculum and the driver for the other subjects. Reading is valued as a key life skill, and we are dedicated to enabling our pupils to become lifelong readers. Texts are chosen from a range of genres and authors to promote discussions and provide an ideal platform for teaching about different cultures and diversity to learn empathy and respect for others, and an understanding of care and kindness.

We ensure that our teaching of phonics and reading is taught using a high quality and consistent approach. Reading is key to academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following:

- Children in Foundation and Key Stage One take part in daily Phonics using the 'Little Wandle' synthetic phonics programme to segment and blend sounds together to read and write words. Children participate in speaking, listening, spelling and reading activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge. Children who are behind take part in catch up sessions. Those children in Key Stage Two who still need phonics support take part in daily intervention sessions.
- In Foundation and Key Stage One, children participate in three weekly practise reading sessions.
- Children develop their reading comprehension skills in Key Stage Two through frequent Whole Class Reading sessions, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- Children who are working within the phonics phases are given a phonics reading book from the Little Wandle synthetic phonics scheme that they are learning in school that week in addition to a home 'sharing' book. We provide a wide range of reading books in our school of all genres. All children from Year 2 (who have completed the phonics programme) to Year 6 choose a reading book to take home and this reading book is changed accordingly. These books are matched to the children's age and ability. We expect adults at home to listen to these books being read by their child frequently and make comments in their child's reading record. Each classroom will have a selection of books, from a range of authors and genres and books which are directly linked with the class topic. Topic books offer opportunities for the children to apply their reading skills across the curriculum.
- Children are read to from a class novel or other texts each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child.
- Children in Key Stage Two are given time to read independently on a daily basis.

- Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day.
- Children in Lower Key Stage Two have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together.
- By the time children leave Mary Dean's they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.
- Children take part in a reading incentive scheme where they are awarded for the additional reading they do at home.

Implementation of reading

Teachers plan English lessons around a key text. This will be a challenging text to drive the teaching of the genre. In Key Stage Two, teachers also plan for Whole Class Reading sessions using a wide range of different texts for at least a week per text. Whole class reading is taught 3-4 times a week using the following format:

Teacher reads and introduces the text

New vocabulary is explored in context

Children read for fluency and prosody

Comprehension skills are taught using the text

Teachers in the Foundation Stage and Year 1 also complete regular phonics phase assessments and plot children onto the Little Wandle phonics tracking grid, which ensures children are given the correct reading books and support is given to any children who may be falling behind. At the end of each term, all staff must assess children against the Key Learning Objectives for reading Year 1 – Year 6 and Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. Children are assessed using the Rising Stars Progress in Reading Assessment tests to ascertain a reading age and standardised score and using the Standardised Assessment Tests in Year 2 and Year 6 to support teacher judgement.

Impact of reading

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Assessment results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, 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. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres

and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

The programmes of study for reading at Key Stages One and Two consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged 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, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential 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.