

## Reading

### Our Intent

At Masham Church of England Primary School, reading is woven throughout every element of our curriculum. We recognise how essential reading skills are across everything we do, and therefore we put reading at the very top of our priorities and aspire for every child to leave us a confident, skilled reader who enjoys reading every day.

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, ahead of their forthcoming secondary education.

Our intent is that the teaching of reading will:

- Pupils will become fluent, independent readers, who read to gain knowledge and for pleasure.
- Pupils will enjoy and learn from a varied reading diet of fiction and non-fiction books.
- Pupils' learning is planned sequentially to ensure that prior phonics/ reading skills knowledge is built upon and revisited to aid the transfer of knowledge to long term memory.
- Pupils will have access to a broad range of literature that will help to build on their knowledge and make links between subjects across the curriculum.

### Our Implementation

#### Reading Curriculum

Our reading curriculum is designed to ensure all children know that reading is an open door to all other learning opportunities. They understand that reading frequently makes them a good reader, and being a good reader expands their world.

Our children will develop new strategies, learn new words, explore different genres, discover unknown authors, experience unfamiliar settings and unpick hidden meanings. By continually reflecting on their own reading journey, our children will not only be able to read, but most importantly, will want to read.

We will do this through:

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- Developing children's competence in both word reading and comprehension.
- Prioritising reading for our early and developing readers.
- Ensuring Quality First Teaching, where every child is given the opportunity to excel.
- Fostering an appreciation and love of reading for all our children.
- Developing curious learners who will confidently ask questions, express views and engage in a range of high quality texts.



Learning &  
Caring Together

- Ensure all children will transition to high school as enthusiastic, fluent and confident readers.

### **Reading Spine**

Each Year group has a set of 6 texts that make up our reading spine. The composition of the books / texts chosen for the spine underpin (where possible) the themes within our half termly class topics. The text extracts used for VIPERS sessions link with the whole class reading spine and will cover the following genres:

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- Fiction
- Non-fiction
- Poetry

### **Reading Skills Sessions**

All children will have dedicated sessions teaching reading skills throughout EYFS to Year 6.

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- Pre-reading tasks. Discussion about the book cover/blurbs/an image related to the book/props/video/a selection of interesting words from the book. Opportunities to predict/think creatively about a text & generate excitement before reading the text.
- First Reading. Children given opportunity to read a text independently – building reading stamina. Could be a page, an extract from a book, a chapter or a whole book. Focus on 'hoovering' new words – magpie to books/working walls to use again.
- Second Reading. Reading modelled with children following. Discussion generated after second reading. Focus stem questions – from Reading Vipers. Whole Class Comprehensions. Class reads supported by No Nonsense Literacy and Literacy Shed Plus. Your plan could be for a week, looking at an extract, or for a half term looking at an entire book. Use menu of approaches for activity ideas.

### **Assessment**

Our learners are assessed regularly and closely tracked. Formative assessment should be carried out regularly using teacher assessments. Summative assessment should be carried out half-termly using Pixl. Assessment should inform future planning sequences.

### **Interventions**

Teachers should use assessment to ascertain which children require additional intervention. Children working below Age-Related Expectations should be accessing additional reading support. The SHINE assessment tool on MARK can be used for certain specific learning needs and/or another specific intervention. All interventions must be tracked and evaluated using Edukey.

## **Reading Books**

### **EYFS and Key Stage 1**

IN EYFS and Key Stage 1 all reading books are phonetically decodable. Pupils are individually assessed on their phonics knowledge and each child is given a book that is accessible for them at their level, so that they can read it and enjoy it. Reading books are changed twice weekly and we follow the 'Three Read Approach'

### Read 1

Decoding the book

Children use their phonics knowledge to decode the words on the page. The focus is solely on this rather than the comprehension and understanding.

### Read 2

Reading for speed and fluency

This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults should model prosody (intonation, expression, pausing and phrasing) when they read and children apply this skill.

### Read 3

Comprehension

This time, the pupils read the book again and should be quite familiar with the words. Ask your child what they think about the story and what is happening as they read: do they understand what they are reading? Can they retell it in their own words?

We encourage parents to supplement our home reading scheme with a variety of books including fiction, non-fiction and poetry to further develop their love for reading and provide a wide breadth of experiences.

## **Impact**

Through quality first teaching of systematic phonics and reading skills, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts throughout their school journey. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced. By the time children leave Masham C of E Primary School, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres and participate in discussions about books. They can also read books to enhance their knowledge and understanding of all subjects in the curriculum.

### **Pupil Voice**

What our pupils say about reading. Through discussion and feedback, children talk enthusiastically about reading and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.

### **Reading & Phonics Outcomes**

At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.

### **Quality of Teaching & Learning Across School**

Termly learning walks demonstrating evidence in knowledge. Pupils can make links between

texts and the different themes and genres within them. They can recognise similarities and differences. Pupils also demonstrate evidence in skills Children are taught reading progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.

