

Highfield Community Primary School

Reading



2016 - 2017

Vision

By creating a love for reading and writing, we believe that our children will develop a lifelong appreciation of and desire for quality literature. We believe that the study of English develops children's abilities to listen, speak, read and write for a wide range of purposes. It enables children to express themselves creatively and imaginatively. Its mastery empowers the learner and is essential for independent learning. It is essential in the world of work and in most other aspects of our everyday lives. We want our children to be enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. This will allow them to apply their knowledge, skills and understanding across a range of situations.

Pie Corbett states "Reading is magic. Writing is also magic. Narrative helps us to understand ourselves and our world."

National Curriculum 2014

The National Curriculum 2014 states that the purpose of reading is:

- To develop pupils' love of literature through widespread reading for enjoyment.
- To ensure all pupils:
 - 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.
 - Children should read for interest, information and enjoyment.
 - By the end of their primary education all pupils should be able to read fluently and with confidence in any subject in their forthcoming secondary education.

The programmes of study for reading at KS1 and 2 consist of two dimensions:

Word Reading: skilled word reading involves 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 when they start school.

Comprehension: good comprehension draws on vocabulary, grammar and knowledge of the world. Comprehension skills develop through the experience of high quality discussions with the teacher as well as reading a range of stories, poems and non-fiction texts. 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. Inferential, deductive, and predictive skills all need to be taught and developed.

Aims of English

The school aims to develop literate pupils who:

- Read for pleasure - to help children enjoy reading a wide variety of fiction and non-fiction texts;
- Read to acquire knowledge – to help children recognise the value of reading with an awareness of a range of purposes.
- Read a wide range of quality texts;
- Make close links between reading and writing - to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge including a range of genre;
- Read fluently with confidence - to enable children to speak clearly and audibly in ways which take account of their listeners and to develop expression, imagination and flights of fancy;
- Read to develop vocabulary - to enable children to understand a rich vocabulary used in context.
- Select own choice of texts;
- Read in all subjects;
- To listen with concentration in order to be able to identify the main points of what they have heard;

Curriculum Development and Organisation

Children experience reading in the following ways:

- Phonics sessions that are well matched to the child's understanding;
- Text immersion; Reading as a Reader; Reading as a Writer within the English lesson;
- Guided group reading, led by a teacher or teaching assistant
- Individual reading to another person
- A whole class text – Each class will have a class text to read together; enjoy; discuss and analyse.
- Reading across other subjects and incidental reading such as reading questions in lessons, instructions in DT, a language rich environment signs and prompts around the school.
- Weekly written comprehension lesson from Years 1 to 6
- Buddy reading throughout school, with two classes paired together.
- Through displays of book recommendations, memories of favourite books, EAL promotion
- Lunchtime storytime
- Passion for Learning
- Use of the reading lounge during break times

At Highfield Community Primary school we use a variety of teaching and learning styles in English as a whole including reading.

Teaching should be:

- discursive – characterized by high quality oral work;
- interactive – pupils' contributions are encouraged, expected and extended;
- well-paced – there is a drive to make progress and succeed;
- confident – teachers have a clear understanding of objectives and outcomes;
- ambitious – there is optimism about and high expectations of success.

Guided Reading

Guided reading takes place daily. Pupils are grouped according to their ability and texts are chosen to match and challenge these ability levels. In Reception and the early stages of Year 1; children will take part in word and text activities prior to reading the text. This is to promote positive reading behaviours; consolidate phonic knowledge and familiarise children with the vocabulary they will encounter within the text. Prior to, within and following the guided reading session, children will encounter discussion and activities incorporating the following:

- Predictions
- Finding information
- Sequencing
- Identifying main ideas
- Understanding words in context
- Inferring
- Summarising
- Fact and opinions
- Similarities and differences
- Making conclusions
- Cause and effect
- Point of view and purpose
- Developing other pupils ideas and responding to diverse opinions

Whole Class Reading

At the end of each school day, a class text is read to the children. These texts are mapped out for all year groups to ensure progression and quality.

Whole class guided reading takes place from Year 2 to Year 6 once a week. This involves analysing a text extract in depth. The text will be taken from any area of the curriculum.

Shared reading takes place during the imitation stage of TFW including reading as a reader and reading as a writer as well as when opportunities arise within other subjects.

Home reading

Books are taken home by children in all Year groups from Nursery to Year 6.

- Children in Foundation take home three books each week.
- Children in KS1 take home up to 3 books per week.
- Children in KS2 have 1 book at a time (longer chapter books). Books are chosen by the child. Vulnerable readers will be supported and guided by an adult when choosing home reading books.

Children from Nursery to Year 6 are expected to read at home five times per week.

Reading Schemes used at Highfield include:

Oxford Reading Tree - Traditional Tales, Biff, Chip and Kipper Stories, Songbirds, Floppy Phonics, Project X, Project X Code, Treetops, Fireflies, All Stars,

PM Nelson

Pearson - Phonics Bug

Project X Code books are used for reading interventions and the majority of our guided texts are Phonics Bug. We also use Oxford Owl e-books which are from the Oxford University Press Series.

Inclusion

Teachers provide learning opportunities matched to the specific needs of children. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs)

This is done through:

- Differentiation of activities
- Adult support
- Resources used to support independent learning.
- High interest texts which are accessible
- Visual and written materials in different formats;

If children need additional support in Reading, this may be done through interventions or additional support:

- Phonics Counts
- Better Reading Support Partners
- 1:1 Reading
- Additional comprehension sessions
- IEP targeted support
- Speech and Language
- Additional phonics sessions
- Precision Teaching
- Project X Code

Planning in reading must be appropriate to the age or stage of development of every child. Teaching and resources need to match the child's level of ability and maturity. Able children must also be provided with opportunities to extend their reading development. As a Dyslexia Friendly School, a multi-sensory approach to learning is adopted to ensure all children become independent learners in English.

Assessment

Assessment underpins all aspects of reading. Teachers' assessment of reading is ongoing throughout the whole year. Assessments are made against national expectations for each year group and are recorded using Target Tracker. These assessments become part of every lesson to help teachers adjust their current and future planning. Summative judgements are made every half term. Progress is assessed against school and national targets. Children undertake phonics screening checks in Year 1; national assessments in Years 2 and 6 and optional tests in Years 3, 4 and 5. The school also uses PM Benchmarking Kits to ensure pupils are reading instructional levels of texts.

Monitoring and review

Monitoring of the standards of the children's work in reading is the responsibility of the Reading Subject

Leads and the Senior Leadership Team. The work of the Subject Leads involves supporting colleagues in the teaching of Reading; being informed of current developments in the subject and providing a strategic and direction for the subject in the school. Scrutiny takes place throughout the whole year through learning walks, lesson observations, book scrutiny, peer observations and pupil interviews. Data is recorded each half term which is monitored by SLT. Any areas for development are swiftly addressed through SLT support for teachers; additional training; support and advice from reading specialist; team teaching and peer observation and planning.

The subject leads meet with the Reading Governor each term for Governor monitoring and this is reported back to the Governing Body three times a year. Reading data is presented and analysed by both the Reading Governor and The Governing Body as a whole. Any areas of underperformance are highlighted and queried by Governors in relation to what next steps and support can be given. Where best practice is in evidence, this is recognised and highlighted at Governors meetings.