

Rattlesden C of E Primary Academy

Believe Embrace Shine Together I can do all things through Christ who strengthens me.' Philippians 4:13

Intent

Rattlesden Primary Academy puts reading at the heart of the curriculum. We strive to foster a love of reading at school and at home. We believe reading is an entitlement that should enable children to connect with some of the finest words ever written. It should open up a world of possibility and intrigue and is a fundamental life skill which, enables children to communicate effectively in all areas and equips them for the challenges they will face in the wider world.

We aim to have pupils leave Rattlesden Primary Academy as lifelong readers, who have an instilled love for reading in them. In order to do this, children are encouraged to read widely and are exposed to a variety of genres. Reading across all subjects within the curriculum will prepare pupils for life beyond the Primary Classroom, where they will be taking with them the skills required for in-depth reading and analysing.

Speaking and listening is prioritised in order to build vocabulary for all learners in order to understand more complex texts. We provide a reading rich environment where pupils can access text high quality fiction and non-fiction.

We intend that our pupils will be both independent and reflective readers who can read fluently and for meaning.

We provide rich, meaningful discussions around texts, where all children feel confident and able to contribute by using their reading skills to access all areas of learning. We use approaches that encourages children to spot clues and apply strategies to understand texts at a deep level

We bring reading to life and give it purpose using music, drama and performance.

Aims

The overarching aim 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. Our aims to ensure that all pupils:

- will be both independent and reflective readers who can read fluently and for meaning.
- develop a love of reading that becomes a life-long habit, for both pleasure and information
- feel confident and able to contribute by using their reading skills to access all areas of learning, where they can elaborate and clearly explain their understanding and ideas
- appreciate a rich and varied language developed through exposure to diverse text with global perspectives
- bring reading to life and give it a purpose through speaking and listening, use Philosophy through texts, and debate linked to our learning 'threads'.

Implementation

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. At Rattlesden School we have developed a synthetic phonics programme based on Supersonic Phonics. Our staff teach learners the relationship between sounds and written spelling patterns, or graphemes, which represent them.

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All children in Reception and KS1 have daily phonics sessions in a whole class setting with those who are struggling to grasp key elements taught, receiving additional phonics sessions. This is to ensure all pupils receive equal exposure to teaching material for their age group and are given the same opportunity to learn.

Additional phonics sessions are taught in small groups where pupils participate in speaking, listening, spelling and reading activities that are matched to their targeted needs.

Early Reading and Phonics:

We carry out a baseline assessment as children enter EYFS and KS1. We continue to assess children's phonics skills each half-term using phonics assessments in Reception and Year 1 that follow a similar pattern to daily lessons: phoneme / grapheme awareness, segmenting and blending, reading and writing.

As well as this, teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may require additional support. Timely intervention is planned for those children who are working below expected standard as soon as their needs are identified.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are required for children to achieve the goal of being a well-rounded reader. When pupils have completed the phonics programme and are secure word level readers, reading is developed during whole class and guided reading sessions, using high quality text and focused skill teaching. Strong links are made between reading and writing so that skills and strategies can develop between the two. Children read and enjoy high quality fiction, non-fiction and poetry, which are linked to topics across the curriculum where relevant.

Each week, all children are heard read three times during reading sessions. In addition, those children who require additional reading practice and support are heard read during interventions throughout the week.; the focus being on the lowest 20%.

Children who are unable to achieve the phonics expected standard will proceed to phonics intervention and reading support. Phonics is continued in KS2 for those who need it including application practice with decodable reading books. Progress is monitored through Rising Stars Assessments (PIRA).

Guided Reading:

In guided reading session, children develop their key reading strategies and skills for decoding and comprehending in groups of a similar ability. This is to ensure pupils have the opportunity to read in groups with books accurately challenging for their word and comprehension level. Children also continue to develop their reading fluency skills, building upon their phonics knowledge and skills.

See Phonics and Early Reading Policy for the teaching of reading sessions in Reception and Year 1.

Whole Class Reading:

In whole class reading sessions, children continue to develop their strategies and skills for reading through a planned reading unit that works through three distinct phases: phase 1, gathering and building background knowledge and introduction to the text to gain a basic understanding. Phase 2, digging deep and investigating the text to deepen knowledge and understanding. Phase 3, applying knowledge and understanding within and across texts.

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Vocabulary Focus:

Through phonics, spelling, guided reading and whole class reading, vocabulary linked to the text is focused upon. Pupils look at root words to gather understanding of meaning, synonyms to build and wider their vocabulary bank and the type of vocabulary it is to gain an understanding of appropriate times to use it across the curriculum. Key vocabulary within text is reinforced daily across appropriate curriculum areas to ensure it becomes embed and children gain the ability to use within the spoken / written language as appropriate.

Class Reads:

All classes experience daily class reads, for pleasure, to excite and engage children and to expose them to a range of genres.

Class read time is a time for pupils to read or hear a book read without interruption. At least once a week, reading sessions are specifically linked to whole class reads and focus on retrieving and inferring information from the text, discussing characters and plots, making predictions and summarising events and themes.

Application of Skills:

Application of reading skills are planned for across the curriculum with skills and strategies taught being applied in other subjects such as Science, Topic and RE. Here you will see pupils reading and thinking as readers, using reciprocal and close reading techniques to support this.

Text Choice:

Texts chosen in each year group are carefully selected by class teachers in conjunction with the English subject lead. We follow the Pie Corbett Reading Spine to enable children to access high-quality literature.

Books and text (including non-fiction) are also selected linked to year group topics and class interests to give opportunities to build background knowledge and read for pleasure. Each year group is provided with an adaptable reading list, which gives suggested and complimentary texts to topics across the curriculum. These are shared with the parents via our website and termly newsletters.

Text choice in Long-Term Plans covers: core text (linked to English topics) and complementary text to deepen understanding of themes, class reads, whole class reading text and text linked to topics across the curriculum.

Home Reading:

Reading at home is encouraged and promoted on a regular basis. Children learning within the phonics programme, Supersonic phonics, take home a book matched directly to their current phonics level; they are also encouraged to choose an additional book to share with their family at home. Following this, children continue to work throughout the school reading scheme based on the Oxford Reading Tree books bands. These are levelled books that match a child's word and comprehension level. Pupil's take home books that are matched to their independent reading level to ensure they are able to practice fluency and understanding, whilst reading for enjoyment.

Once pupils have advanced from the reading scheme, they are able to choose books within their reading age ability. These books are chosen from the class / key stage selection and reading ability a measured through PiRA tests each term. Book recommendations are given by class teachers and peers to support children in finding books that interest and engage them. The school library provides additional texts, many of which are new.

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Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the Supersonic phonics programme. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently.

Attainment in reading is measured using statutory assessments such as the end of EYFS, Key Stage 1 and 2 and following the outcomes in the Year 1 Phonics Screening check. Additionally, we track our own reading attainment through the use of half termly phonics assessments, and the PiRA tests.

More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. We want reading to be the golden thread running through a child's journey at Rattlesden. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.