

# Reading

At Chirton School we believe that Reading is an essential life skill and is therefore at the very heart of our curriculum



**Intent** – We aim to move children on from Chirton...



Having acquired the skills to be able to read at an age appropriate level, developing a wide bank of vocabulary in the process.



Exposed to a wide variety of literature and have developed a love of reading.



As confident and articulate speakers who read aloud with clarity and expression.



Remaining passionate about reading and writing having been inspired to develop the power of imagination.



Talented in their application of their age appropriate spelling, punctuation and grammar.



**Implementation** – How do we achieve our aims?

## Systematic approach

In EYFS and KS1 we use a systematic synthetic phonics programme called '**Little Wandle**' which is supported by a comprehensive scheme of reading books provided by **Collins Big Cat Letters & Sounds**. All children have daily phonics sessions where they participate in speaking, listening and reading activities that are matched to their current needs and programme.

## Daily reading practice

In EYFS and KS1, all children read aloud daily during phonics or group/ whole class reading and throughout other subjects.

In addition, the lowest 20% are targeted and have an intervention in place to ensure they read more frequently with the teacher or with other adult support. In KS2, the emphasis is on comprehension as the expectation is that by the end of Y2, children will have a higher level of fluency when reading. However, targeted support is provided for those children who are not yet fluent. These children are heard daily and use targeted interventions such as echo reading and speed read. Termly checks are made each term to ensure children continue to make progress in their reading, with reading for pleasure being timetabled to listen to an adult 1:1, with a particular focus on the lowest 20%.

## Support to catch up

Teachers continue to use formative and summative assessment to keep a continuous over-view of the progress children are making; using these opportunities to support those children being a key part of provision. Children are challenged and additional support put in place where needed. For those children requiring additional phonics intervention, sessions are carefully planned for by assessing their individual gaps with teachers using '**Little Wandle Keep Up**' to support.

## Access to appropriate books

We value the importance of reading with family at home to help further embed the reading skills taught in school. Therefore, in EYFS and KS1, books are closely matched to children's phonics teaching and abilities and are sent home each week. Further 'reading for pleasure' books are chosen by children to be read to by parents and to enjoy. In KS2, books in the class reading zones offer a wide breadth of books that offer children the opportunity to enjoy a range of genres, themes and texts. Children are helped to choose appropriate reading texts which are appropriately challenged for them, with a book banded system being used from Y2 onwards.



## Implementation (continued)

### Clearly structured lessons

Whole Class reading lessons in Y2-6 are structured to allow children to develop as competent readers who can discuss and record their level of understanding of texts read. Reading lessons are centred around the key skills of comprehension (reading content domains) with **Reading Vipers** being referred to. All children are exposed to a wide range of texts, genres and diverse themes within sessions.

### Reading for pleasure opportunities

To develop and foster a love of reading, we ensure that there is time within the curriculum for children to read for pleasure. Teachers encourage children to read, model reading and celebrate all children. Children can use book zones in each class and the new library area. Through adult support, children are encouraged to make new choices about the types of texts they read, with children recommending books to each other. High quality books that reflect the diversity of our modern world are available in each class and these are often shared at spare opportunities or within workshops.

### Strong vocabulary development

Through the use of high quality text and extracts which are carefully chosen and planned across the term and year, children are exposed to new vocabulary which is further explored and developed; teachers provide opportunities to explore definitions of new words and encourage links to be made between these words and known words.

### Reading across the curriculum

Teachers provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotional literacy.

### Essential storytime

As a non-negotiable, all children listen to a class story daily- this is a key part of our day and provides the opportunity for children to listen to challenging texts which they may or may not be able to access themselves. These books are carefully chosen to cover the **5 plagues** of reading and form the basis of our Whole School Reading Spine.

### Reading Spine

A whole school reading spine has been created, in conjunction with the **5 plagues of reading**, with new books being added to reflect the current change in reading habits and world events and themes. This spine, along with other books that have been chosen by the children, appear on our **Virtual Library**, allowing children to listen to extracts from their favourite stories at home.

### Home reading

Home reading is an essential part of a child's journey on being a fluent and confident reader. In recognition of this, emphasis is put on children reading a minimum of 3 times a week with it being recorded in their Learning Logs. To help encourage all children, in particular those most reluctant to read, prizes and certificates are awarded each week. Teachers carefully track the number of reads of each child, with teachers speaking to parents to help further parental engagement at home if needed. Children on banded books are checked regularly, moving the children onto the next reading level when needed.

## Impact: How will we know we have achieved our aims?

By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure

Children read for meaning and for pleasure, staff enthusiastically share texts and show themselves as readers, with parents and visitors actively supporting us.

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons and beyond.

A high number of children achieve the expected standard or higher and through targeted intervention, those who find reading challenging are helped to catch up.