

Reading at Breadsall

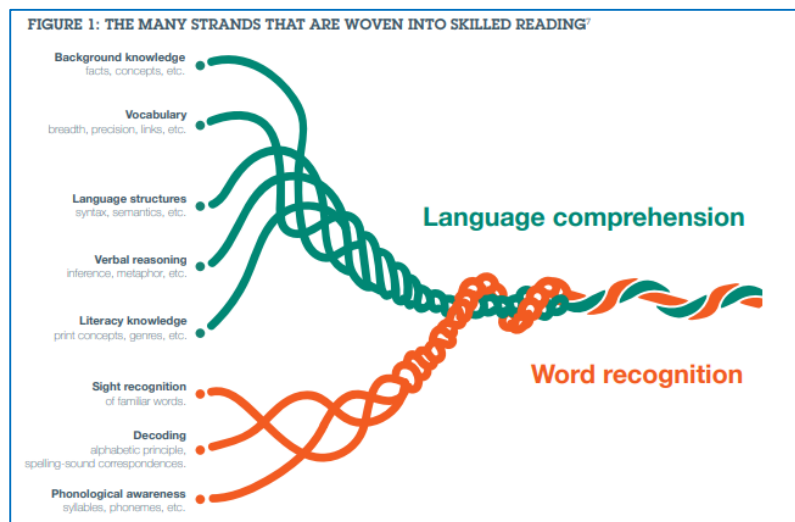


Reading Intent Statement

At Breadsall Church of England Primary School, we value the crucial role that reading plays in a child's education and as a key life skill that will prepare them for future endeavours.

We believe that the teaching of reading is integral to a child's understanding, knowledge and appreciation of the world around them. Therefore, reading is at the heart of our curriculum. Our approach to the teaching of reading is planned to develop excellent fluency and comprehension: the two main components of a successful reader.

We are committed to promoting a love for reading and giving children the opportunities for regular reading through whole class reading, individual reading and shared reading.



Implementation

Early Reading and Phonics

Breadsall CE Primary School follows the Read, Write Inc. (RWI) Phonics Scheme and pupils take home RWI Book Bag Books that follow the scheme's progression. Pupils start the RWI Phonics Scheme as soon as they start school and continue into Year 1. Pupils will continue RWI Phonics into Year 2 until they have completed the programme and are able to read Grey RWI books fluently. Once children have completed the RWI programme, they begin whole class guided reading sessions. Children found to be struggling with Phonics and Reading receive frequent one-to-one interventions to catch up.

For more information about our phonics scheme and early reading, please see our phonics intent implementation and impact document.

In EYFS, daily story time is a priority. Rhymes and songs are shared regularly to support the development of vocabulary and the pre-phonics skills needed prior to reading. During 'free flow play' activities will include developing reading skills that the children can access independently.

As children progress through our phonics programme, the books that they read in school enable adults to engage in 'Book Talk' with the children to begin developing early comprehension skills. 'Book Talk' is also part of every day when sharing books in class.

In the Summer term, oral comprehensions are shared with reception children to develop their reading skills further and to prepare them for year 1.

Individual reading

Children accessing the RWI phonics programme take home a decodable phonics book linked directly to their coloured group that they are familiar with from phonics lessons. They also take home an additional decodable 'Book Bag' book and a chosen book as a read for pleasure to share with family at home.

Children have access to a range of fiction and non-fiction reading books to maintain their interest. Colour-banded books are used to support the progress of reading as children move from KS1 to KS2. Once they have reached a good level of fluency at 'grey' level they are deemed to be free readers and may choose from a range of books within the schemes and collections on display in classrooms.

Pupils take their reading books home every day which enables parents and carers to share the experience of learning to read along with their child. The reading record provides opportunity for communication with the child's teacher who makes regular checks on the frequency of reading at home. Pupils also have the opportunity to read their books in school to adults and themselves to ensure all pupils read regularly.

Free readers in KS2 have the opportunity to take home a book from a collection organised into bronze, silver and gold levels aimed at expanding their breadth of reading with increasingly challenging texts. Once they have read and reviewed twenty books on a particular level they achieve an award and move on to the next level.

From Year 2 weekly written reading comprehension lessons take place teaching children the different reading skills to make sure they understand what they are reading.

Reading activities that can be seen across the school:

- Daily Phonics sessions for Reception/Year 1 pupils and for those pupils who need phonics intervention in year 2 +
- Daily Whole Class Reading sessions are taught from Year 3 onwards and in year 2 at least 3 times per week.
- Children read to an adult regularly either individually or in a RWI/Guided Reading session.
- Whilst fluent reading is modelled every time an adult reads to a child/group of children, it is also explicitly taught at least twice per week in years 2-4, it is modelled in EYFS and Year 1 through whole class, shared reading and Read Write Inc. Children

in years 5-6 are explicitly taught fluency sessions through intervention when needed.

- Opportunities for reading across the curriculum
- A daily story in KS1 or a class book shared each day
- Daily rhymes and songs are sung in EYFS.
- Class books shared each day in KS2, often linked to the current topic or a book voted for by the children based on their interests within the recommended read list for each class.
- Our English curriculum is built around a text linked to our topic.
- Use of ICT to reinforce reading skills across the curriculum
- Written reading comprehensions during English once a week
- Accessible and attractive book corners in all classrooms
- The accessibility of non-fiction, fiction and poetry books to all pupils including books taken from our school reading spine and year group recommended reads.

Whole Class Guided Reading Sessions

During whole class guided reading, key comprehension skills are woven throughout, without being singled out as a sole focus of a lesson. Teachers explicitly model their thinking and engage in 'Book Talk' collaboratively with the pupils. Within whole class reading, vocabulary is explicitly taught with each new text or extract used and pupils are taught explicitly how to read with prosody (intonation and expression) for fluency.

Teachers plan for exploration of the text with time built in for live reactions, connections to personal experiences, opportunities for partnered talk, and a range of tasks/questions to enable the children to process what they have read. The texts covered are taken from our 'Reading Spine,' include our topic based text for English and also linked texts that are high quality texts chosen to enrich our wider curriculum. These sessions are recorded in a separate book for whole class reading.

Within our whole class guided reading sessions, vocabulary is taught explicitly to enable pupils' to fully understand a text. Retrieval activities are planned to aid recall and to embed this vocabulary.

See 'Reading Spine' in appendix for more information.

Impact

We aspire that when children leave our school, they are fluent, confident readers who can access a wide range of texts for pleasure and to enhance knowledge across the curriculum. We want to equip our pupils as skilled readers with readiness to access the challenging texts that will await them in secondary education and to carry with them a love for reading to let them develop their own appetite and love for literature. We know that this will increase their opportunities in all aspects of life.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- The percentage of pupils working at age related expectations and above age related expectations within each year group will continue to be above national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged.)