

Subject: Reading



The 3 I's - Our Vision for Our Subject

Intent:

At Athersley South Primary School we value reading as a key life skill and we are dedicated to enabling our pupils to become lifelong readers with a genuine love of books.

We believe that reading is a key skill for academic success across the entire curriculum and so we ensure that we embrace a holistic approach to the teaching of reading. We aim for all children to leave key stage one with a comprehensive knowledge of phonics and as fluent word readers so that they can then build on their comprehension skills, their thinking and their understanding through key stage two.

By the time children leave our school, they are competent readers who can recommend books to others; have a thirst for reading a range of genres and authors and participate in discussions including evaluating the author's choice of words and its impact on the reader. We aim to foster a love of reading in every child.

Implementation:

Teachers rigorously plan the teaching of reading to include:

- A synthetic phonics programme called Read Write Inc as a method for the children to learn sounds, segment them and blend them to read words. Children in Foundation Stage and Key Stage One have a daily phonics session in small groups matched to their developing needs. Children are stretched and challenged and identified quickly if they are in need of further support to maintain their progress. Children work through the different stages of the programme as they develop their phonic knowledge;
- One to one reading sessions which are used to support those children who need to develop their fluency and understanding throughout the school;
- A group reading session, which is planned using a range of appropriate texts to address particular reading objectives (Content Domains) which will develop their reading abilities and are carefully matched to their needs;
- A weekly text session where they read and analyse an age appropriate text, the focus is on carefully targeted objectives designed to deepen their understanding.

Teachers assess:

- Against the National Curriculum statements for reading. These assessments inform future planning and help teachers to identify gaps so that they can be plugged quickly and effectively;
- Using PIRA and Rising Stars tests regularly, on a half-termly basis, to assess children's learning and to support teacher assessment;
- Using a cold read where the children can practice the skills they have learned in the text sessions;
- Using speed reads of age related texts to assess the child's reading speed against national expectation;
- RWI sound knowledge. These assessments enable the careful targeting of teaching to best support and appropriately group children to maximize their learning and progress.

Children have regular access to a recently restocked library where they have the opportunity to exercise their own choice and access a wide range of books to take home and share with their families.

Each class has a carefully stocked reading area with books that are carefully matched to their age, ability and interests as well as a range of books related to others areas of the curriculum that they are studying. This gives them the opportunity to apply their reading skills across the curriculum.

We use high quality texts and books to expose children to good language and to engage their interest.

Impact:

Attainment in reading is assessed using statutory end of Year 1 / 2 phonics screening check and end of Key Stage One and Key Stage Two SATs assessments.

However we believe that reading goes far beyond the results of statutory assessments and use regular one to one and group reading sessions to assess fluency and understanding whilst also developing a love of reading.

We measure the impact of our curriculum through the following methods:

- Children can use and apply the principles of phonics and comprehension in their reading;
- Children can make sensible predictions, can explain and can summarise;
- Children can evaluate, explain, discuss and recommend texts, authors and books;
- Children are competent, confident, fluent and independent readers;
- Children communicate clearly their ideas about a the author's use of language;
- Children develop their own preferences but are still willing to read widely;
- Children can make links between their reading and their writing;
- Children use reading as a means to gather information and to support their learning across the curriculum;
- Children enjoy reading for pleasure from a variety of different authors and genre.