**Reading Overview**

A child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. Additionally, reading can be an enjoyable and imaginative time for children, which can open doors to all kinds of new worlds for them. Through reading, children have the opportunity to develop culturally, socially and emotionally as well as reaping the benefits academically.  At Athersley South Primary School a ‘Love of Language’ is developed and fostered for the enjoyment, challenge and understanding of text. This love of language is developed through poetry, a variety of fictional genres, non-fiction, test questions and even through research.

We have a structured approach to the teaching of reading. We use a wide range of reading materials to help children learn to read in a way which meets their needs and challenges them appropriately. Throughout school, we have a rich collection of published books in order to encourage children’s desire to become readers.

Across Foundation Stage and Key Stage 1, we teach phonics (i.e. the sounds represented by the letters) and help children to learn whole words in order to develop a wide sight vocabulary. Our aim is to teach children to not only read a text fluently, but to improve their comprehension skills as this will help children to understand and reflect upon what it is they have read. The types of questions children will explore are relevant to one of the key comprehension skills: discussing and exploring vocabulary; making predictions; discussing the author’s choice of language and the effect it has on a reader; summarising themes and ideas; retrieving information from the text and making inferences using clues from the text.

Through our reading curriculum, we aim to develop our children into fluent, confident readers, who are able to talk confidently about their reading preferences and use reading as a vehicle to understand the world around them and their place within it.

Through our reading curriculum children will:

* Develop their **phonic knowledge** so they can accurately decode words, using a consistent and progressive approach through EYFS and KS1
* Develop **fluency** in reading and be able to read with **accuracy, pace, tone and expression**
* Develop a **love of reading** and individual preferences for books and authors
* Be able to **talk confidently** about books and their opinion on what they have read
* Develop and extend their **vocabulary**
* Develop a **deep understanding** of what they have read
* Develop their **understanding of the world** through experiencing a wide range of different genres, story plots and authors
* Be **tracked, monitored**and **provided** with intervention if they are at risk of falling behind
* Encouraged to **read beyond the school day**

**Phonics:  Read Write Inc.**

When our children are beginning their reading journey from Nursery onwards, they will start to learn to read through our daily use of the Read Write Inc phonics resources. Read Write Inc. Phonics is a systematic synthetic phonics programme and through its use, children learn to read accurately and fluently with good comprehension.

Throughout the programme, children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds.  They rapidly learn sounds and the letter, or groups of letters, they need to represent them, in three sets of Speed Sounds Lessons.  Simple and enjoyable mnemonics help all children to grasp the letter-sound correspondences quickly, especially those who are at risk of making slower progress or those who are new to learning English.  This knowledge is taught and consolidated every day.  High frequency words that are not phonically decodable are taught as ‘tricky words’ and are practised frequently.

Lively phonic books are closely matched to children’s increasing knowledge of phonics and ‘tricky words’ so that, early on, they experience plenty of success.  Repeated readings of the texts support their increasingly fluent decoding.  In class, children will read the same text 3 times (over a series of lessons) to help them to develop accurate word reading, fluency and comprehension.

**Whole Class Teaching**

Reading is a fundamental part of the learning experience at Athersley South Primary School and the pupils are given a variety of reading opportunities, including:

* Whole Class Guided Reading
* Regular independent reading
* Home/school reading
* Hearing texts read aloud on a regular basis
* Cross curricular reading

Much of the programme of study is taught through dedicated Reading lessons, English lessons and guided reading sessions. There is time set aside for independent reading, listening to whole class stories and research linked to other subjects. Reading is a skill, which underpins a child’s ability to access the wider curriculum and allows them to broaden their vocabulary and develop vivid imaginations. To ensure that pupils at Athersley South are given the best chance to succeed, we ensure that pupils are given daily reading opportunities that build skills in fluency and comprehension and additional reading for pleasure time.

At Athersley South Primary School we use a systematic, whole class approach to teach reading skills from Y2 upwards, which equips pupils with the necessary skills to be successful readers. It focuses on building fluency, text analysis, improving knowledge and use of appropriate vocabulary and embedding comprehension skills with direct, taught sessions. These sessions are all closely linked to the assessed strands in the end of key stage assessments:

**2a. Decode**

**2b. Retrieve**

**2c. Summarise**

**2d. Infer**

**2e. Predict**

**2f. Meaning**

**2g. Language**

**2h. Compare**

When teaching, there is one learning objective for the whole class based around the same text. The activities or level of support is adapted for different abilities so that all children can access the learning objective and be challenged. Sometimes, texts are part of a class book or at other times they may be from a more appropriate text, a poem or non-fiction article depending on the writing focus. The whole class reading approach supports rapid progress of lower ability readers. Research suggests this is due to exposure to higher-level questions and answers. Pictorial stimulus or activities which are designed to have a comprehension focus but reduce the amount of decoding can also be used to support SEND/EAL pupils.

At Athersley South Primary School, we promote the use of a variety of carefully selected literature that is matched to the attainment level of pupils. These texts have subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly.

 Additional opportunities are provided for pupils to practise and extend reading in other subjects.

**Independent Reading**

**Read Write Inc.  – Book Bag Books**

Children who are continuing to work through the Read Write Inc. Phonics  programme will take home phonically decodable independent reading books which have been carefully matched to the stage they are at, so they will be able to successfully read the sounds and ‘tricky words’ that they have been taught in school.

Children will not move on to the next set of reading books until they have learned and secured the relevant sounds and ‘tricky words’ within that stage.  This may mean that children will have to read books more than once from a particular set.   Class teachers will keep records of the relevant sets / stages of Book Bag Books for each child.

**Reading for Pleasure**

Children at Athersley South Primary School receive a rich curriculum that encourages a love of literature. All classes share class novels (in their entirety where possible) and are given access to a wide range of texts throughout the curriculum. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment, because we know that extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement.

To complement reading at home, we encourage all of our children to take home a book (either a non-fiction, picture or poetry book) linked to their interests, in addition to their independent reading book.

**Working with Parents**

Every child has a home/school reading diary; it is the school’s expectation that these are used as a dialogue between school staff and parents. Parents may comment on their child’s reading and teachers keep parents updated on reading progress.

There is some really useful information for parents on how best to support phonics and early reading at home on the Ruth Miskin website.

**Intervention**

Any child who is at risk of falling behind with their reading will be identified quickly and appropriate support will be put in place.

 The following interventions will be considered:

* 1:1 RWI Phonics Tutoring (4 – 11 years)
* Inferential comprehension booster sessions (Reading & Thinking)
* Catch up reading programme
* 1:1 daily reading
* Precision teaching of High Frequency Words (‘tricky words’)

Reading is at the very core of our ‘Vibrant and Enriched’ curriculum at Athersley South Primary School. Not only does our way of the teaching and learning of reading help to make links to other areas of the curriculum but it also provides context for the children and highlights the importance of reading whilst also encouraging an enjoyment for it too.