



How Reading is taught at Swindon Village primary School.



Intent, Implementation and Impact

Reading at Swindon Village Primary School

Curriculum Intent

SVPS believe that reading is at the centre of learning. Teachers promote and value reading as an enjoyable activity and a life skill. We strive for children to learn to love books through daily story sessions and by drawing upon books from different genres, cultures and religions. Teachers nurture a love of reading by introducing books with enthusiasm and enjoyment, promoting a sense of wonder and expectation as the book is explored. This inspires the children and evokes excitement, allowing children to become immersed in a huge range of literature.

Teachers use quality texts in all aspects of their teaching across the curriculum and provide opportunities that extend and enrich the children's learning.

We believe that reading can open doors for our pupils and can help them to gain experiences, improve language and vocabulary skills and stimulate their imaginations. We aim to create confident readers who have good independent learning skills and develop a range of interests through reading. The active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment. Extensive reading and exposure to a wide range of texts makes a huge contribution to students' educational achievement and develops a life-long love for reading. We believe that every child should be given the tools in both word reading and comprehension to develop into an enthusiastic and confident reader. We provide children with the exposure to different types of texts.

Pupils have opportunities to undertake guided, shared and independent reading throughout the school. A diverse range of guided reading books and a staged reading scheme are available. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matter.

The National Curriculum Expectations are:

EYFS

Literacy Early Learning Goal: Comprehension - Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Literacy Early Learning Goal: Word Reading - Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

KS1 - Year 1: During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill

and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

KS1 - Year 2: By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Lower KS2 – Years 3 & 4: By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Upper KS2 - Years 5 & 6: By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Curriculum Implementation

Our approach to teaching reading as a life skill is based around helping the children to become happy, confident readers who can transfer these skills into every aspect of the curriculum and enjoy reading for pleasure. We provide access to a selection of high-quality, progressively planned, meaningful texts including a diverse selection of poetry for each year group, that allow the children to experience a wide variety of genre during their journey through school. Our vocabulary centred guided reading sessions focus specifically on the teaching of comprehension skills and promote the variety of texts on offer.

Teachers deliver sessions that have a substantial orientation to vocabulary. They incorporate quality modelling and scaffolding of reading skills. This direction leads to fluent readers who can comprehend texts they have read.

Reading is taught through a variety of approaches.

Phonics: Phonics is structured throughout the year which is built on term by term. Opportunities to revisit certain sets are set out over the year and this is a reactive process. KS1 Continue with phonics and also complete daily ERIC / DERIC guided reading sessions which are based upon end of KS expectation.

Guided Reading: Taught weekly as whole class. All work should be marked to the assessment policy and outcomes should be used to inform future sessions. Guided Reading Texts should be selected from the agreed overview.

Accelerated Reader: Encourage the 1,000,000 words a year target. Be aware of and engage with data created through A.R. Challenge children who have limited word count and genre style. Allow time in school for reading and subsequent A.R. tests.

Ready Steady Read: Each classroom has 10 specifically chosen R.S.R texts that are accessed by all children throughout the year.

Book Swap Shop: A small library of books to which the children have access. The books are levelled with a coloured sticker to guide the children's choice. Children who have little or limited access to books out of school can be directed to this resource.

Home / School Reading: Expectations as school homework agreement. (Minimum 3 x 20 mins) a week. As a year group team, be aware of children not meeting these and challenge parents. If this still does not happen at home then we need to make time to hear these children read in school time. (Homework Club) Ensure that the level of reading book supplied to a child is suitable for their level (Phonic level, Colour band / A.R level)

Displays: Classrooms have a 'Ready Steady Read' board displaying the texts and a suitcase containing selected texts linked to the book currently being taught.

Cheltenham Literature Festival: Visits are organised to visit Cheltenham Literature Festival which is held in October. Visits are based on authors that are present at the festival.

World Book Day: We participate in World Book Day as a whole school. Entire day devoted to reading activities with sharing of texts and author visit arranged.

SVPS ensures that all children can access learning in reading by:

- Adjustment of task where appropriate
- Small group or 1:1 support where and when necessary
- AFL strategies used in the classroom to assess children's learning and adapt teaching or tasks where necessary e.g. adjusted texts and adjusted comprehension questions
- Providing additional activities/extensions to challenge pupils where appropriate.

SEND or EAL children are supported at SVPS by:

- Seating children alongside good role models during input (whole class comprehension) to support one another.
- Seating children in ability groups (where appropriate) to enable adults to better support those that need it during written/reading tasks
- Providing visual or practical prompts (e.g. Widgeo images to support understanding of words)
- Work may sometimes be adjusted so that all children can meet the learning objectives
- Teachers to use AFL to identify which children will need support during different lessons

Curriculum Impact

All children in the school will be able to speak confidently about their reading experiences, skills and texts studied.

Children engaged in reading are:

- Confident, and can talk about what they have read and answer questions about their reading.
- Enjoying their learning in 'Guided' sessions and read for enjoyment.
- Showing a depth of understanding through comprehension skills.
- Displaying resilience when reading challenging texts.
- Talking positively about reading, sharing and reflecting on their learning and how it relates to real life situations
- Self-motivated children who read for enjoyment and independently access a range of different activities including the use of technology.

At SVPS we know our children are doing well by:

- Engaging in teaching lessons around texts detailed on the Guided Reading section of the 'SVPS Writing Curriculum' document.
- Lesson observation, book scrutiny and pupil interviews.
- Tracking of children's progress through: Marking and feedback, Teacher assessment (End of KS objectives) Pupil Progress Meetings.
- Detailed analysis of published end of KS data.
- Targeted use of TAs in Guided sessions and targeting vulnerable readers.
- Tracking data produced by Ready Steady Read & Accelerated Reader.

Children at SVPS will become inquisitive, reflective learners who are enthusiastic about reading and see it as a life skill that will allow them to further their learning across the curriculum. They will understand that efficient reading and comprehension enables them to gain a deeper understanding of the world that we live in and the role that they play in it.