



Sandhill Primary School



Our Vision for Our Subject

READING

Intent:

At Sandhill 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.

We aim for children to leave Key Stage One with the ability to decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills; read common exception words on sight, understand what they read; read aloud with fluency and expression.

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. Our teachers are enthusiastic about using the Read Write Inc. programme because they can see how well pupils learn from it and the progress they make, not just in English, but across the curriculum.

Implementation:

Teachers are highly trained in the teaching of reading and receive regular training and coaching. At Sandhill Primary our pupils learn to read effectively and quickly using the Read Write Inc. Phonics programme. They progress onto learning advanced reading skills once they can read with accuracy, speed and expression. Children in Foundation Stage and Key Stage One have a daily phonics session in small groups matched to their developing needs. We group pupils regularly, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed. Children work through the different stages of the programme as they develop their phonic knowledge. Children are stretched and challenged and identified quickly, through assessment, if they are in need of further support to maintain their progress. Children receive one to one reading sessions which are used to support those children who need to develop their fluency and understanding throughout the school.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction books that have been specifically chosen to widen the pupils' vocabulary and love of reading. These are read to the children everyday because we see reading as a priority at Sandhill School. In FS2 and KS1 Children take home their RWInc book, their read at home book as well as a library book they have chosen.

Once children complete the Read Write Inc. Phonics programme they are taught advanced reading skills in their year group. Teachers choose texts or extracts that will expose them to topics or themes they learning in other subjects. The same text is read and explored for a week. Children are first introduced to new vocabulary within a text and are taught to read new words by sight fluently and what the word means. Children read the text for the first time and are encouraged to clarify the meaning of words they are unsure about. The teacher also models in the first session how an expert would read the text. During the second day children are taught prosody. On the third day the focus is on active reading and day four and five children develop their comprehension skills. At the heart of reading is the enjoyment of and engagement with a variety of texts. Pupils are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences. Children in KS2 take home a book they have chosen from their year group selection, as well as a book they have chosen from the library. Children in Year 5 or 6 who are not yet reading at the appropriate level for their age are taught reading through Fresh Start. Read Write Inc. Fresh Start is a catch-up and intervention programme with proven results, for 9 to 11-year-olds still learning to read. It offers a simple but powerful solution to accelerate reading progress in just 25 minutes a day. Fresh Start follows the same sound progression as the RWI Phonics, and is the KS2 element of the renowned phonics programme. Students are taught at their challenge point, so they learn to read accurately and fluently. They will also develop good comprehension, spelling and punctuation skills through targeted activities. Resources are age-appropriate, matched to students' increasing knowledge of phonics, and finely levelled to accelerate 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 been named after a famous author and 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.

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to their Read Write Inc. Phonics . This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

In addition, we use a standardised reading test NFER, so that we can ensure that the gains our pupils are making are age-appropriate 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.

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 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 genres.