

SUBJECT OVERVIEW

Reading

At The Avenue, we believe that reading is the key to success in the future, and aim to provide pupils with the skills to access reading across the curriculum, and become readers for life.



Intent: We aim to...



Ensure that pupils are exposed to a range of texts which means they become fluent and accurate in reading across a variety of genres and styles.



Ensure that explicit teaching of reading strategies supports pupils in accessing all subject areas and understanding the world around them.



Promote a love of reading: through books as doors and mirrors, pupils connect with the world and peoples around them, and learn about themselves.



Link to our core values of aspiration, positivity, pride, resilience and respect and responsibility when teaching reading.



Develop pupils' vocabulary and a love of language to help pupils to access a range of texts



Develop a consistent approach to teaching reading in order to close gaps and ensure that all children leave in year 6 being able to read to learn.



Implementation: How do we achieve our aims?

We believe that the acquisition of the phonetic code, fluency and proficient comprehension as an entitlement for all children has the power to transform lives; it enables them to access the whole curriculum and engage more fully with the world around them. We ensure as many opportunities as possible during the school day to read, enjoy, share and discuss books.

Learning to Read

We follow a systematic approach to teaching phonics, using the *Little Wandle Letters and Sounds Revised* programme. The teaching of phonics begins in Reception, and teaching continues daily to at least the point where children can read almost all words fluently. This provides children with the skills they need to begin to read words, captions and whole sentences as soon as possible.

Focused reading practice:

In Reception and Year 1, children practise reading using LW Big Cat decodable books that are closely matched to their developing phonic knowledge. Our children often reread the same text multiple times to develop their comprehension and fluency which includes their accuracy, automaticity (rapid recall of whole known words) and prosody (reading with expression).

Daily Reading practice:

Pupils in all classes have opportunities to read daily; in reading groups in EYFS and KS1, or whole class reading in KS2. Pupils also have opportunities to read in other subjects across the curriculum. Pupils who are less fluent will read regularly 1:1, with a focus on the lowest 20%.

Support to Keep up and Catch up

Until pupils are fluent readers, 'Keep up' sessions are used for pupils who teachers identify in on-going assessment as needing more support in consolidating their phonics knowledge. KS 2 pupils who need more support in developing their reading skills receive intervention on an individual or small group basis if they are identified from AR data as needing support in addition to whole class reading.

Access to appropriate books: We recognize the importance of reading at home to practice and embed reading skills. Pupils in R/Yr1 take home their Little Wandle book and a sharing book to enjoy with a grown up. Pupils in KS1 who are not fluent remain on LW books until ready to move onto Accelerated Reader books. Fluent readers in KS1, and all KS2 pupils can access the library as needed identified through the AR programme.

Support at home: Pupils all have a reading record to keep track of their reading. In all years teachers monitor pupils' reading through AR to decide when it is appropriate for them to move up a level. In KS2, teachers also monitor reading frequency and choices to expand their interest where needed via AR. Children are expected to read for a minimum of 20 mins of independent reading at school and are encouraged to read at home for 20 mins a day.

Reading for meaning

Explicit teaching of reading skills and strategies:

In EYFS and Yr1, pupils practise comprehension as part of their reading practice. As soon as children master the alphabetic code and can read fluently, in Year 2, we begin to use a whole class guided reading model. Reading lessons are four times a week for 30-45 minutes. In non-core subjects, pupils have opportunities to read an extract either linked to prior learning or to prepare them for the ideas and vocabulary they will encounter in new learning.

Texts and extracts which are engaging to develop a range of reading skills

In reading lessons, pupils use the class readers, CGP comprehension books, non-fiction, and poetry texts to learn and apply reading strategies. Across a fortnight, pupils have 4 lessons on fiction/non-fiction/poetry, and 4 exploring strategies for comprehension. Each lesson is structured to ensure pupils can access the vocabulary in the text. In strategy lessons, teachers guide pupils through ways to make meaning from the text, and model how to demonstrate their learning. In text study lessons, pupils apply their understanding of strategies to explore ideas in the texts, such as character, setting, narrative, or genre. Teachers use close, extended, or fluency reading approaches to ensure pupils have the chance to really explore the text, and practice fluency to aid comprehension. Pupils work in mixed ability reading pairs, carefully planned to ensure that pupils have peer support. Pupils demonstrate their learning through a mixture of discussions, creative and written responses. Teachers assess daily through questioning and providing feedback orally, and through monitoring the quality of pupils' responses. NFER tests are used for formal summative assessments three times a year and analysed to identify gaps in pupils' understanding. Star reading tests three times a year are also used to inform planning.

Love of reading

Access to quality texts: The schools' Accelerated Reader library ensures pupils have access to a range of relevant, diverse and engaging texts. Classroom libraries are also being restocked with a reading spine of quality fiction and non-fiction.

Allocated time for independent reading:

Pupils start the day with independent reading, and are expected to have a reading book on their desk during the day.

Daily story time and reading together:

Story time happens in every year group, to ensure the children are read to everyday and share, discuss and enjoy the endless possibilities of books.

✓ **Impact:** how will we know we have achieved our intent?



Pupils can read and make sense of a variety of texts – not only evidenced in NFER assessments, but in their readiness for transitions to the next stage of their education.



Children can read for meaning in other subject areas, and as a result their understanding of the world is enhanced



By engaging with high quality texts, children read with enthusiasm and enjoy talking about their reading.



Pupils demonstrate our core values of aspiration, positivity, pride, resilience and respect and responsibility when tackling new texts and discussing ideas.



Pupils have an increased 'word hoard' which they can apply to help them make sense of texts across the curriculum; with an appreciation for a writer's use of language



We aim for pupils to achieve the age-related expectations for reading, and those that find reading challenging are targeted for intervention to catch up and make progress.