

Reading Rationale

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Intent

At Landscape we value reading as a key life skill, and are dedicated to enabling our pupils to become fluent and lifelong readers. We believe reading is key for academic success and therefore intend our children to become successful readers as quickly as possible by:

- Children are taught to decode text using phonics. Across the school, we use a DFE approved systematic synthetic phonics (SSP) programme of 'Bug Club Phonics'. This is supported by phonetically decodable 'Bug Club' Books for children to read. Once children have completed this program, and are fluent readers, they move onto using 'Accelerated Reader'.
- Children take part in regular Guided Reading lessons to develop their decoding, fluency and moreover comprehension. In these sessions, children are exposed to a range of texts and have the opportunity to explore and question their understanding of them, with the support of an adult. We make explicit links to what we see writers create in their books and what we try to create in our own writing. We make these links using both our 'Purpose Boards' and 'Know, Grow, Show' vocabulary walls.
- Whole class shared and modelled reading sessions.

- We are very lucky to have a wide range of reading books in our school. All children from Reception to Year 6 choose a reading book to take home.
- The class teachers frequently read a class book to children. We have a 'Reading Spine' from which teachers can select books from, as well as sharing their own and children's choices. These books often inspire pieces of writing and writing sequences as well as allowing opportunities to explore new vocabulary.
- Direct teaching of the reading curriculum through English Sequences (English Lessons)

By the time, children leave Landscore they will be competent readers who can recommend books to their peers, have a thirst for reading a range of genres, including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader

Implementation

Teachers plan, deliver and monitor the following:

- A guided reading session for each child a week.
In **KS2** this includes an Accelerated Reader conference with the teacher before a small group 'book talk' exploring a text or extract and making links between what they see writers doing to their own writing.
In **KS1** children read a text at the appropriate level for their development to an adult and discuss texts further often as a small group.
Teachers use our 'Reading Expectations' to monitor children's progress and ensure they are working towards the end points for the stage they are working at within the reading curriculum.
- Ensure high quality texts are used to stimulate children's English learning through writing sequences, Guided Reading sessions and the class book.
- Opportunities to 'Model' reading in English lessons as well as guided reading sessions and class reads.
- 'Free reading' where children read their own books independently and if on the Accelerated Reader programme that have the opportunity to 'quiz' their books.
- Explore and learn new vocabulary that children meet by identifying key words in topic areas as well as provide a provide opportunity to ask about unfamiliar words through a whole class 'Book Talk' after children have read independently. Teachers will display new and important vocabulary on our 'Know, Grow, Show' boards and children are encouraged to then use these in their own writing.
- Deliver the 'Bug Club Phonics' program. (typically EYFS and KS1 but as intervention in KS2 when required).
- Monitor use of 'Nessy' as a phonics intervention (predominantly in KS2).
- 'Regular Readers' in which the bottom 20% of each class read a minimum of three times a week with an adult

In addition to this, teachers must plan time to monitor and assess children using the:

- 'Bug Club Phonics' program.
- 'Accelerated Reader' program. Once children have completed reading an AR book, they must take an online quiz. When children have completed two quizzes and have an average score of 85% or higher, they then move onto the next level in their range. This is discussed with children fortnightly during their 'AR conference' in Guided Reading sessions.

In Year 2 children who have passed their phonics screening will continue to read phonically decodable books following the 'banding' system to ensure they are fluent and confident readers. When teachers assess

they are ready to move on to Accelerated Reader a 'Star Test' is carried out to ensure this readiness and produce a reading range for children to start on. The expectation is that all children who have passed the Year 1 phonics screening are selecting books using an AR range by the end of Year 2.

Teachers must assess children regularly against the Reading Progression Map and Reading Record Sheets (in Years 1-6) and against the Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning that need to be addressed to ensure children are becoming confident readers and meet the specified end points, while progressing through the curriculum.

Year group level explanation and links to the relevant key document, to be used by teacher, is contained in our 'English Implementation Document'.

Impact

- Attainment in reading across the school is improved and progress accelerated so that the percentage of pupils meeting age-related expectations is consistently above the national average
- The teaching of reading for all pupils is improved by ensuring that teachers use robust assessments and tracking systems to plan appropriate and adequately challenging lessons
- Pupil-level reading interventions are improved for vulnerable groups, and the gap between them and their peers is closing
- Children's decoding skills in FS and KS1 are improved so that a greater focus can be given to comprehension development in Year 2 and beyond (children should be able to decode Green band books securely by end of Year 1 to be 'expected' and all children can read by end of KS1)
- Reading comprehension skills in KS2 are improved and the profile of reading across this Key Stage is improved