

Reading Rationale

At Abbeywood First School, our Reading curriculum is designed to open up the life chances of each learner, to give them experiences through literature that will broaden their horizons and develop their academic and personal skill set to ensure they become life long learners.

Reading is important, because if you can read, you can learn anything about everything and everything about anything. —Tomie dePaola

Intent

We believe that the teaching of reading is fundamental to all children's progress across the curriculum. By teaching every child to read well, making time within the school day to read, and embedding a culture of reading into the core of what we do, we can make a profound difference to children's education and beyond. We know that extensive reading and exposure to a wide range of texts makes a huge contribution to children's overall educational achievement as well as positively influencing their personal development.

Implementation:

Teachers use high quality texts to drive our curriculum with these key texts at the heart of every English learning sequence. This, alongside other related texts, provides children with a wealth of experiences and exposure. In order to develop pupils' fluency, confidence and enjoyment in reading, we ensure we have a rigorous and sequential approach to the teaching of reading. Reading opportunities are planned in across the curriculum to reinforce and develop this fundamental skill.

The six substantive concepts for reading; phonemic awareness, grapheme phoneme correspondence, fluency, vocabulary, background knowledge and syntax are all taught and developed through the reading curriculum that is carefully mapped and sequenced both through phonics teaching, guided/Whole Class reading and English lessons. Disciplinary knowledge such as critical thinking, analysing and summarising are woven into the fabric of all learning whether reading in Science, History or maths.

All children from R-Y4 are given access to high quality home reading books and are encouraged to read for pleasure by borrowing books from our school library. Our Reading Spine ensures that children have access to a range of diverse, relevant and progressive texts that build on previous exposure.

We greatly value the positive impact that we know our families can have. Working with parents and support from home is essential to ensure the best possible outcomes. We do this through our home-school reading diaries, homework expectations, including the use of our online programme Reading Eggs and Snuggle Book Bags. We also provide information and workshops to empower parents to support their child with reading.

Synthetic Phonics Programme (SSP)

Jolly Phonics is a multi-sensory approach to learning that will rapidly develop the communication and language skills of our youngest pupils. Phonics teaching starts from the

first full day of Reception and continues throughout the year. All Reception and Year 1 pupils have daily phonics teaching sessions and application of phonics is constantly addressed through our continuous provision. When working on our phonics programme, pupil will get a matched text to read at home.

Oracy

The exploration of vocabulary in both its subject specific and creative sense is inherent to reading. The roots of words and their correct usage is key to reading well and comprehending more. It is embedded into our learning sequences and part of our language rich environment.

Inclusion

At Abbeywood, reading sessions are designed to be accessible for children of all abilities and backgrounds. Adaptations will be made to the curriculum, equipment and to resources to allow all pupils with SEND, EAL and the most able, to read to the best of their ability. This provision is monitored closely by the Reading leader in accordance with the SENCO, SLT and Governors.

Assessment

In order to have a complete picture of each child as a reader, we use a range of assessment tools to support teachers effectively:

- Children's phonics ability is assessed through the Jolly Phonics Assessments throughout the year.
- Fluency is assessed using age related texts which identify the number of words per minute the child is able to read. This also informs staff on the child's prosody (reading for meaning) to ensure that they are an effective reader. This information is used to support interventions as well as to support the teaching staff in Whole Class Reading.
- NGRT assessments are used to identify a child's reading age, with individual reports created to support tailored interventions for children requiring further support. This data is then used to inform in class planning as well as interventions and further support.
- PiXL assessments are used to gain an understanding of a child's reading comprehension in terms of ARE. Gap analysis is used to support reading lessons so that planning is matched appropriately to the needs of the children.

These assessments support staff in making deftly sequenced and nuanced plans to best support our learners to make at least good progress towards their aspirational personal targets.