



Abbeywood First School Reading Rationale

At Abbeywood First School, reading is a vital part of our school. Reading is a skill for life and is an everyday activity. To read is to learn and grow, to experience, to empathise, to understand, to marvel, to wonder, to laugh and to cry. Reading is not simply the decoding of marks on a page but an experience which involves the ability to read with understanding. If reading isn't pleasurable or fulfilling, children won't choose to read, and they won't get the practice they need to become fluent readers. Therefore, reading means developing and maintaining the motivation to read.

At Abbeywood, our aim is to develop enthusiastic and confident readers who can understand a wide range of texts. Success in reading can have a direct effect on progress in all areas of the curriculum and is therefore crucial in developing children's self-esteem, confidence and motivation. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff.

Children have the opportunity to read for a variety of purposes and become comfortable with a range of different writing forms and genres. At Abbeywood, our children see reading as an opportunity to explore their interests and like to share this with others. We aim to inspire them to want to read later in life, in whatever genre or format they choose.

Implementation

Reading begins in Nursery, with books being a central point of learning. Children explore rhyme and letter sounds informally before moving to formal phonics in Reception. In all phases, teachers use key texts to support and drive the curriculum which 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 reading curriculum. This begins in Reception and remains a priority throughout the school. We explicitly teach a range of reading for fluency skills in class reading lessons, with staff recognising the relationship between fluency and comprehension.

Our children will:

- Develop and explore their vocabulary and interests before learning to read
- Learn to recognise letter sounds (phonemes); identify how sounds are recorded (graphemes), segment and blend to read words accurately using Read Write Inc in EYFS and Key Stage One, with children in Key Stage Two who need further intervention also accessing this.
- Read levelled books matched appropriately to their reading age.
- Build comprehension skills with CUSP reading which develops understanding of the 6 content domains set out in the National Curriculum.
- Discuss their reading in a range of situations including whole class, partner talk and with parents and other adults.
- Be exposed to a wide range of texts and reading in all subject disciplines.
- Develop and improve their fluency and reading age through the use of formative and summative assessments.

- Enjoy hearing a range of class texts which are read by the class teacher at the end of each day for pleasure.
- Have access to a well-stocked library to learn the importance of reading for pleasure and develop a love of reading

Assessment

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

- Children's phonics ability is assessed. This is done every 6 weeks to ensure staff have an up to date, accurate picture of where the child is in relation to their phonic ability. Phonics groups are then updated using this gap analysis to ensure the children are receiving lessons appropriate to their stage and ability. Pupils needing extra support are identified for phonics interventions. Where a pupil has a need to 'keep up' with the phonics programme, assessments are completed every 3 weeks to ensure accurate provision and tracking.
- NGRT assessments are used to identify a child's reading age and SAS score, with individual reports created to support tailored interventions for children requiring further support. This data is then used to inform in class planning and further support. This is done in line with the school assessment calendar. Children in the lowest 20% of each class are tracked throughout the year and targeted as appropriate to close the gap. Individual reports are shared with staff to identify gaps and strategies to support them.
- 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. This is done in line with the school assessment calendar.

Inclusion

At Abbeywood, Reading sessions are designed to be accessible for children of all abilities and backgrounds. Adaptations are made to the curriculum to allow all pupils with SEND to access the learning to the best of their ability - including children who are academically more able and those with EAL. We use adaptive teaching and offer support and scaffolding so that all children access every lesson and achieve their learning goals, tailoring teaching accordingly. We provide deeper thinking challenges for those who have securely grasped a concept and offer support and resources to those who require it.

This provision is monitored closely by the English leader in accordance with the SENDCo, SLT and Governors.