



Grove Curriculum Policy: Reading

Reading:

The greatest gift is a passion for reading!



Curriculum Intent

Through reading, children will be given opportunities to develop their decoding, fluency, and comprehension.

Reading is central to our ability to understand, interpret and communicate with one another.

Every child will read every day allowing them rich opportunities to listen and discuss, expand their vocabulary, develop their standard English and most of all understand and enjoy what they are reading.



Curriculum Aims

We want children to be able to:

- Ask questions, discuss, communicate understanding, and revise their ideas
- Read age-appropriate materials
- Give/explain the meaning of words in context
- Retrieve and record information/identify key details from fiction and non-fiction texts
- Summarise main ideas from more than one paragraph
- Make inferences from the text
- Predict what might happen
- Identify/explain how information/narrative content is related and contributes to meaning as a whole
- Identify/explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text



Lesson structure

We want reading to be an enjoyable experience. We believe that children learn best when there is a clear structure and purpose for the learning.

Phonics

The Read Write Inc (RWI) phonics-based literacy scheme provides the basis for the teaching of reading to children during their first years in school.

In Nursery, children are introduced to sounds and participate in pre-reading activities which develop phonological awareness. When they are ready, children are introduced to letter sounds and begin to develop oral segmenting and blending skills.

This is built on in Reception and Key Stage 1 where children take part in daily phonics lessons. We aim for most children to know all their sounds by the end of Year 1 or by the end of Year 2 at the latest. When children have successfully completed the RWI programme they begin the 'SMART' approach to reading.

At every stage of RWI, children are given books containing words they can sound out and read with the aim of them becoming 'speedy readers' at every level they work at. Children also take a library book home that they can read with parents or carers to promote a love of reading.

Comprehension

In Key Stage Two, children receive daily reading lessons. Children will receive two 'Book Club' sessions and three comprehension focused lessons each week.

'Book Club' sessions focus on children developing a love of reading as well as developing their oral comprehension. These sessions are primarily planned around a class text which changes each half term. Our aim for these sessions is to make class reading time enjoyable and something on the timetable the class looks forward to. It provides the chance for pupils to settle down and be transported into the world of a good book. Activities during these sessions will focus on enhancing children's understanding of story structure and the journey characters go on throughout the story, as well as making links between stories they have read before and the one they are currently reading. The focus may also be vocabulary, syntax, or linguistic devices.

Comprehension lessons take place on a 3-day cycle. Children begin by becoming familiar with the new text and developing a good understanding of the content. They will then focus on developing one of the following skills: word meaning, retrieval, summarising, inference, prediction, relationships between parts of the text, word choice or comparison. The final day of the cycle focuses on children applying all skills by working on mixed style questions.

At the beginning of each session, children will be taught new vocabulary to help their learning.

The teacher will then model how to read sections of the text for comprehension, showing children how they should be using strategies to support their understanding when reading independently. Teachers will also model how to read fluently and with expression using echo reading.

Following this, children will be given an opportunity to read the text independently or with their partner. They will also identify any additional vocabulary they are unfamiliar with and/or any sections of which they are unsure. These gaps in understanding are followed up in the next part of the lesson through effective questioning and discussion, led by the teacher. Texts will be adapted for those learners who need it.

Teachers will then model the strategies children need to use to answer comprehension style questions effectively. During sessions that involve a focus on one reading domain, the strategies modelled will be skill specific. In mixed skills sessions, teachers model how children can identify the skill each question refers to.

Children will then have the opportunity to apply their knowledge to independent questions.



Planning and Resources

We use a variety of approaches to teach reading including RWI, Accelerated Reader and Complete Comprehension. Through this approach we ensure children cover all strands of the National Curriculum.



Curriculum Implementation

We teach reading as a discrete subject from Reception to Year 6. Children in Reception and Key Stage 1 have a daily RWI session where they are taught in closely monitored homogenous groups which are changed at least every half term. Once children have successfully completed RWI, they begin the 'SMART' approach to reading.

In addition, we provide events across the year to promote a love of reading, including celebrating World Book Day, arranging author visits, and holding book fairs.



Assessment

Assessment is an integral part of the teaching of reading and is evident in every lesson. Staff make daily assessments based upon the work recorded in books, as well as observations of how well children are reading in lessons. Feedback is given within the lesson (using live marking) as this is integral to facilitate better understanding.

In June, the statutory phonics check is taken by Year 1 children as well as any from Year 2 who did not achieve the standard when they were in Year 1.

Statutory Assessment Tests (SATs) are also carried out at the end of Year 2 and Year 6.

To prepare children for the more formal SATs, we also use the assessment tests published by Rising Stars which are usually taken three times a year: towards the end of the Autumn, Spring and Summer terms.

Once RWI is completed, children are given time to practice their independent reading skills every day, choosing books from the Accelerated Reader (AR) Scheme. They regularly complete a Star reading assessment which gives them an approximate reading age and clearly identifies all the books that are at a suitable level for them to read.

Each time a child finishes reading an AR book they complete an online quiz to assess their understanding. Our goal is that every child will be able to read books which at least match their chronological reading age.

All the information collected from informal and formal testing allows teachers, alongside the subject leader, to assess progress towards any targets set during pupil progress meetings. Children who are struggling to reach their targets will receive additional support in small group interventions or one to one support.



Inclusion

We teach reading to all children, whatever their ability. Reading lessons are planned to meet the expectations of each year group, and the individual needs of the children. Those working towards expectations will work on tasks that are adapted to suit their needs. Questions posed within the sessions provide opportunities for all children to be able to contribute. For children who require additional support, targeted interventions are used to further support their progress.



Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for reading are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of reading takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school

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