

SUBJECT ON A PAGE:

Reading

At Spring Grove Primary School, we believe that reading lies at the heart of our curriculum. We aim to cultivate a love of books, inspiring our children to become life-long readers.

Intent - We aim to...

Foster a love of all literature, providing opportunities to interact with a variety of fiction, non-fiction and poetry to enable our children to read fluently and independently.

Ensure that the skills and knowledge that early readers require are prioritised and any gaps in knowledge are quickly identified to enable all children to reach their full potential.

Build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents and incorporating visits to our school and local libraries, author visits, on-line resources and local bookshops.

Explicitly plan the use of high quality books and resources across the curriculum and across year groups to broaden the cultural capital of our children.

Ensure reading is a transferable skill and that children are reading and comprehended text across the wider curriculum.

Invest in quality professional development to ensure teaching is of the highest quality, ensuring that children attain to the highest standard.

Implementation - How do we achieve our aims?

Our Curriculum

We view reading as an entitlement for all, and we understand that reading is key to academic success. By ensuring that reading is at the core of our curriculum, we are instilling in children an understanding that reading is a **transferable skill** that will benefit them in all subjects. We ensure that children are read to daily by their class teacher and much thought is given to the selections of these books to ensure these books expose children to high level **vocabulary** and exciting plot lines. A range of literature has been carefully planned to use across the curriculum to ensure a progression of text type and exposure. Children read within and outside of reading lessons, where they can read for a range of purposes: **Reading for Practice, Reading for Meaning** and **Reading for Pleasure**.



Reading for Practice



Reading for Meaning



Reading for Pleasure

A Consistent Approach

The teaching of **early phonics** is taught to all children using a systematic synthetic phonics programme called *Read Write Inc* (refer to **Phonics on a page**). **Fluent readers** are supported to develop their reading **comprehension** and books are carefully selected by the teacher to meet a defined objective such as practicing a specific phonic pattern, developing wider vocabulary, reading with greater expression or giving exposure to a particular genre or text type. All children participate in daily phonics or spelling sessions where they participate in speaking, listening and reading activities that are matched to their current needs.

Core Principles



Daily Reading



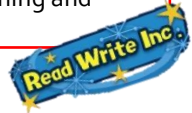
Support for Catch Up



Access to Appropriate Books



Strong Vocabulary Development



Strong Foundations

We recognise the importance of developing positive book behaviours, starting in the Early Years Foundation Stage (EYFS). Practitioners carefully consider how a range of literature is introduced, explored and regularly provide opportunities for the children to develop their **vocabulary** within their environments. Key foundational skills such as **speaking** are prioritised within the curriculum to ensure that children are able to share their thoughts. Daily storytime and opportunities for **role play** are exploited so our children can build a knowledge of common classics which can be built upon and developed in future learning. **Parents** are supported and teachers share learning and home teaching videos to further consolidate what has been taught.

Development of Key Skills

In the EYFS and Key Stage One, all children read aloud **daily** during phonics or group/whole class reading and throughout other subjects. In addition, the **lowest 20%** read at least once more a week with teachers, TAs and reading volunteers. Where phonics is a primary focus in the EYFS and Key Stage One, the expectation is that children will read with an appropriate level of fluency by the end of Year Two. Children requiring **phonics intervention** are carefully planned for by assessing their individual gaps and using *Read Write Inc Fast track* planning to support. In Key Stage Two the focus is primarily on comprehension. Children in Key Stage Two may read individually or as a group supported by their teachers or TA focusing on an identified objective. Those who are less fluent are heard read daily, and their reading speed and fluency are assessed each half term. Teachers draw upon observation and continuous assessment in phonics and assess fluency using *Read Write Inc Freshstart* to identify those children who may need additional support.

Implementation (continued)

Supporting Reading at Home

We recognise the importance of reading at home to **practice** applying what has been taught in school. **Novice readers** receive a carefully selected text that matches their phonological knowledge. At the back of these books there are a series of comprehension questions that can be posed once the child is familiar with the text. In the EYFS and Key Stage One, teachers also assign interactive stories using Oxford Owl.

Fluent readers will receive a text that has been carefully selected by the class teacher to meet a defined objective. All children have access to our school library and will borrow a text that is of interest to them to read at home, teachers monitor their choices to ensure that they are appropriate for the child's age. Furthermore, all children in Reception, Key Stage One and Two have access to a virtual library - Reading Eggs, to support home research and easy access to a vast range of literature.

Clearly Structured Lessons

In addition to high quality phonics, all children in Key Stage One and Two access **structured guided reading sessions** with the focus of developing **fluency, comprehension** and **phonic skills**. Furthermore, writing genres are underpinned by high quality literature and film and, within units of work, we deliver whole class reading sessions based on comprehension. These lessons are structured to ensure the key skills we have identified as a school are taught regularly.

The **key skills** we develop in reading lessons are decoding (used primarily when reading for practice), and aspects of the Key Stage One and Key Stage Two reading content domains. In reading lessons, children read a range of texts, including visual texts and teachers develop **reading comprehension** using specific **Reading VIPERS** domains. These are our **key project drivers** for reading.

Reading Skills



Vocabulary



Infer



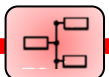
Predict



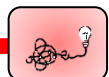
Explain



Retrieve



Sequence (KS1)



Summarise (KS2)

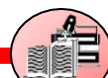
Project Drivers



Novels



Picture Books



Non-Fiction



Poetry



Film

Access to Quality Books



Across the school, children are offered high-quality books that reflect the **diversity** of our modern world. All classrooms have **book corners** and our **school library** is well stocked. Each half term, teachers are able to resource **class topics** with a range of fiction, non-fiction and poetry provided by **Hounslow Library Service** that form topic corners in the classroom for children to independently access. During **playtimes** children are able to have access to our **playground libraries**, or attend a **bookclub** or **library club**.

Allocated Time for Reading



To develop a **lifelong love of a reading**, we recognise the importance of encouraging reading for pleasure. In all classes, children are able to independently access a well-stocked book corner where literature has been carefully selected to meet the reading abilities and interests of all children in the class. All classes have a **weekly library session** in the school library to enable our children to select literature that is of interest to them or has been recommended by a friend. We also recognise the importance of **modelling** reading for pleasure. Time is set aside in the curriculum for classes to visit each other and for the children to share their favourite pieces of literature with each other. Children in Key Stage Two are also given the opportunity to join a **book club** to enjoy, share and discuss a current quality book.

Story Time



Teachers read to children in all classes, and story time is a key part of the day. In the EYFS, children have a **daily reading session** where books are chosen collaboratively to be celebrated and enjoyed. In Key Stage One and Two, teachers **carefully select text** to: develop children's vocabulary; expose children to a range of authors, extend topic learning and model reading aloud. These are read to the children for ten minutes every day.

Vocabulary Development



High quality texts and passages are chosen in reading lessons, appropriate to the expectations of the year group or ability of the children. Vocabulary is **explored** and **developed**, with teachers providing opportunities to explore new words and make links to known words. Throughout Key Stage Two, children read a range of literature linked to the topics they are studying providing further opportunities for fluent readers to deepen their knowledge and widen subject specific vocabulary.



Impact - How will we know we achieved our aims?



Through engaging in and listening to a range of high quality texts, children display enthusiasm for reading and choose to read for pleasure.



A high number of children achieve the expected standard or higher, and those at risk of falling behind receive targeted intervention to catch up.



Children actively read for pleasure, staff enthusiastically share texts and show themselves as readers. Parents and visitors actively support us.



Teachers use a range of high quality books and resources across the curriculum and as a driver for learning to further enhance the cultural capital of our children.



As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments, and essential skills allow children to transition confidently.



Quality professional development further enhances the opportunities given to children to read across the curriculum further resulting in stronger pupil outcomes.