



'Let you light shine' - Matthew 5:16

Reading at Whitley Memorial C of E Primary School

Intent

At Whitley Memorial, our curriculum is designed to provide children with a literacy-rich curriculum; using high quality texts to develop opportunities which inspire learning and foster a love of reading. We believe reading, particularly reading for pleasure, has a direct impact on overall learning and enables children to reach their potential. Through our rigorous reading curriculum, we ensure that children are: gaining a life-long enjoyment of reading and books; are able to read fluently and with a clear understanding; can apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed; can read with expression, clarity and confidence; are able to develop linguistic knowledge of vocabulary and grammar; are provided with access to a range of text types and genres; and can apply their understanding of reading to every subject.

Pupils should be taught about:

The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Implementation

Embedded in our Early Years curriculum is Launchpad for Literacy. This is designed to close pre-literacy skills gaps, ensuring staff have a greater level of diagnostic capability and can establish reasons and solutions to underpin informed interventions. From Reception onwards, children follow the Read, Write, Inc phonics programme. Staff teach children to read systematically by using synthetic phonics. It is ensured that books carefully match the children's phonic knowledge. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. There are clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2. Ongoing assessment of pupils' phonics progress is frequent and detailed and identifies any pupil who is falling behind the programme's pace. Targeted intervention is immediately given. Throughout their school career, comprehension is taught as a key skill to all. Children listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. From Year 3 onwards (And year 2 once the children have completed the phonics programme), children are taught using Whitley Reading. The approach promotes the development of fluency, stamina, vocabulary acquisition and the explicit teaching/modelling/thinking aloud of the core comprehension skills. Whitley Reading is implemented when pupils have completed the phonics programme and for some children in KS2, alongside their phonics teaching. Parallel to Whitley Reading, all children who have successfully completed phonics are then levelled using Accelerated Reader; an initial assessment is taken which provides the child with a Zone of Proximal Development. Children will then work through their ZPD levels



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in order to continually stretch their comprehension skills. Children enjoy challenging and SMSC books during our daily story time, using the core books to ensure children are being exposed to a wider variety of language and text types. Our core books were developed with the Five Plagues of Reading in mind, considering SMSC and diverse needs which our cohort of children require further development with. These ensure that the children are exposed to different text types and vocabulary. Non-fiction texts and some fiction texts are explored in our wider curriculum sessions but are taught using Whitley Reading as a guide.

Enrichment	Supporting Children:
<p>Fostering a love of reading is important to us and we believe regular enrichment activities are key to providing motivation and stimulus to further development the children's love of reading as well as exposing the children to new and unfamiliar texts or authors.</p> <p>World Book Day is a high profile, creatively planned event across school which provides opportunities to develop the children's love of reading. This is further enhanced through celebration events linked to stories or books studied in class.</p> <p>Visual literacy in the form of animations, music videos, films and picture books are used to appeal to children's interest in technology and imagery.</p> <p>Our well-stocked school library promotes authors and a range of reading material to appeal to all pupils. Children's suggestions for new books are encouraged and acquired through the School Library Service.</p> <p>Wider Curriculum reading is promoted, again through the use of the School Library Service, where linked books are brought in to the classrooms for the children to independently continue their learning.</p>	<p>ACROSS THE CURRICULUM, pupils will have the opportunity to read fiction, poetry and non-fiction texts relating to each subject area. This will broaden their understanding of the world around them and introduce them to key vocabulary needed to become fluent readers across a range of genres.</p> <p>CORE TEXTS are selected to immerse pupils in high quality children's literature that develops and expands vocabulary; enhances SMSC development and promotes personal development. These are at an age appropriate interest level.</p> <p>ACCELERATED READER - All pupils, who have completed phonics, from Year 2 to Year 6 are enrolled on the Accelerated Reader Programme.</p> <p>READING AT HOME - Parents are encouraged to listen to their children read daily for at least 20 minutes at home. Parents are offered support with the teaching of reading at home. Phonics and reading workshops are held for parents in school.</p> <p>READING RECORDS - are checked and acknowledged regularly by a member of staff in school.</p>

Impact

Our thorough reading curriculum ensures all children are able to read fluently while comprehending what they have read. It provides the children with the foundations and knowledge for their future communication and language.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the Reception Baselines and statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

At Whitley Memorial, we see reading as the most important aspect in the curriculum, it is a fundamental skill which will enable our children to access all of their education and more. Our curriculum ensures that children are given opportunities to develop a love of reading. Providing them with a thirst of reading through accessing a range of genres, participating in discussions about books, exploring language and the impact that language has on the reader. Although reading is taught independently, it is also a golden thread which is woven into our wider curriculum; meaning children are given the opportunity to read for pleasure but to also use books to research, investigate and gather new knowledge to extend their current understanding.