

DODDISCOMBSLEIGH PRIMARY SCHOOL

ENGLISH – READING



How do we develop lifelong readers at Doddiscombsleigh Primary School?

INTENT

***'The more that you read, the more things you will know. The more you learn, the more places you will go.'* (Dr. Seuss)**

As a Rights Respecting school, children's rights from the United Nations Convention on the Rights of the Child (UNCRC) underpin our curriculum intent in all subject areas. Article 29 states that: Every child has the right to an education.

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment. (UNCRC)

At Doddiscombsleigh Primary School, we passionately believe that reading sits at the heart and centre of the curriculum. We believe that reading is key for academic success and we are dedicated to enabling our pupils to become lifelong readers. We ensure that the school has a rigorous and sequential approach to the reading curriculum, developing pupils' fluency, confidence and enjoyment, from our early readers in Reception to our independent readers in Year 6. We believe that reading needs direct instruction in order to ensure the careful acquisition of reading skills, which in turn has a positive impact on children's writing skills.

We promote reading for pleasure as part of our reading and wider curriculum, and give all children the opportunity to develop their love of reading, encouraging pupils to read widely across both fiction and non-fiction genres. Reading is identified as a key priority on our School Development Plan, to enable children to access the full curriculum and ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in all subjects.

IMPLEMENTATION

Phonics



What do we teach?

At Doddiscombsleigh Primary School, the Read Write Inc. (RWI) scheme is used to teach synthetic phonics. A graduated approach is used and children begin phonics as soon as they enter Reception. Phonics is taught daily through a systematic approach. Children are taught in small groups based on the progress they have made in the scheme. In Reception, children begin by developing an awareness of sounds through stories, rhymes and games. They quickly move on to learn the links between individual letters and their sounds. There are 44 different sounds to be learnt and again these are taught in a systematic way throughout Early Years and Key Stage 1 using the RWI scheme. In some cases, where children in Key Stage Two still require early reading skills as part of the RWI scheme, they may join these sessions.

How do we teach phonics?

Within Early Years and KS1, phonics is taught discreetly in a daily session. Children then apply their new skills when reading books from the RWI scheme which match the letters and sounds that they have previously learnt. Teachers regularly assess children's progress to check where they are and what they need to learn next.

See video link for an information about RWI lessons

<https://youtu.be/IFyDwUKSw7Y?list=PLDe74j1F52zSCIOMSn3zQDSzqu9TrbQ1c>

Reading

We adopt a graduated approach to the teaching of reading, using the following steps:

Phonics based approach

A phonics-based approach is used in Reception and Key Stage One, to introduce children to reading. Children learn to decode books that are closely matched to the letters and sounds they are currently learning. Children are encouraged to read at home on a daily basis. Children keep the same book to allow them to apply their skills to decode the text. They then keep the same book to allow them the opportunity to practise reading for fluency. A reading record book is used as a communication tool between parents and teachers and allows regular updates on reading progress.

Learning Individual sounds and building words
Ditty Stage - reading a few words together
Green Stage
Purple Stage
Pink Stage
Orange Stage
Yellow Stage
Blue Stage
Grey Stage

Book bands

When children move beyond Set 3 of the RWI scheme and a predominantly phonics approach to reading, they are then taught a broader range of reading skills to develop their understanding of the texts they read. Daily guided reading sessions in class help them to develop the key skills for reading including key comprehensions skills. Books are grouped by the coloured book band system and pupils are directed towards the appropriate band for their reading level. When they are confident within a level, the children are assessed using a particular title from the colour band they are reading before moving on to the next colour level. Children continue to log their home and school reading in their Reading Record book, as well as taking home a book from the school library which they can read for pleasure. Regular reading continues to be encouraged. Online resources add to the wide range of reading material available to the children at home as well as in school.

Progression on from Read, Write, Inc Phonics

When children are able to read fluently and independently they are assessed using the Star Reading system for Accelerated Reader. The assessment provides a standardised score and a reading age for the child. If they achieve the required standard then they are eligible to begin using Accelerated Reader. Teachers monitor children's reading scores to ensure the system is right for them.

Accelerated Reader



The Accelerated Reader (AR) approach moves away from the traditional reading scheme to include books by a range of popular, modern and classic authors and poets. There are also non-fiction texts, graphic novels and play scripts to name a few additional text types. The system determines the level of readability for this vast range of texts. After assessment, children are allocated a numerical range from which they can choose books. This is closely monitored by teachers. Independent reading and level of understanding is confirmed through an online retrieval quiz taken on the completion of a book. Children are expected to achieve a minimum of 85% success rate over the term. We try to provide books that broaden horizons and help learners connect with the world around them with a focus on positive moral values, developing empathy and showing diversity.

Whole Class Reading & Group Reading

At Doddiscombsleigh Primary School, we believe that children need to be directly taught the skills required to read, interrogate and understand the different texts that they read. We do this through our Whole Class Reading approach in Key Stage 2 and Group Reading in Key Stage 1.

Group Reading

In our younger year groups (Reception – Year 2), whilst the focus is predominantly on developing the children's phonological awareness and skills, we also believe in supporting the children to develop their vocabulary and comprehension of texts through the use of Group Reading sessions. These sessions take place every week using group reading texts from the Whole Class Reading scheme (see below). Sometimes, depending on cohort size and ability, children in Year 2 may join the KS2 whole class reading groups.

Whole Class Reading

Our Whole Class Reading approach is based on research which supports the idea that reading aloud is the foundation for literacy development, providing children with a demonstration of phrased, fluent reading. Children can listen on a higher

language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. This, in turn, helps them understand the structure of books when they read independently (Fountas & Pinnell, 1996). It exposes less able readers to the same rich and engaging books that fluent readers can access independently, and entices them to become better readers. Students of any age benefit from hearing an experienced reading of a wonderful book.

Children in our key stage two class (Year 3 to Year 6) have daily Whole Class Reading sessions throughout the week and this class is split into two groups for these sessions; Years 3 & 4 and Years 5 & 6. These sessions are based on a whole class novel (read daily), as well as a range of shorter texts which enable teachers to ensure that the children experience a wide range of genres. These are linked to other areas of the curriculum wherever possible. During the sessions, the children are given opportunities to work with talk partners, work as a group and develop their independent thinking skills through a wide range of questions, focusing on the following areas across the sessions: vocabulary, inference, prediction, evaluation, retrieval, sequencing and summarising.

Reading for pleasure

At Doddiscombsleigh Primary School we feel really passionately that the children develop a lifelong love of reading and books and that they choose to read for pleasure.

- We encourage the children to read a wide range of genres and authors, including non-fiction books, newspapers and novels.
- Books are displayed around the school to inspire the children to choose books and authors that they may not have considered before.
- We have worked hard to develop our reading spaces around the school including the development of our library space to inspire the children's interest and enthusiasm for reading and books. Each class also has an appealing reading area for the children to enjoy.
- Teachers enjoy sharing books with children in all classes.
- Weekly assemblies include staff sharing book recommendations with the children
- Children are encouraged to use the library at break and lunch times, as well as taking books and beanbags out to break times, to enjoy reading for pleasure.
- We use the School Library Service to ensure that we have a wide range of new and exciting books for the children to read for pleasure (Topic boxes of books are also ordered for each new LCC topic)

IMPACT

The impact of our reading curriculum is measured through careful monitoring of pupil progress and attainment throughout each school year, and for every year group.

In Reception, Year 1 and Year 2 (unless on AR), children are assessed each half term to determine whether sounds from each phase of learning are secure. This enables careful monitoring of children's progress in the early stages of their reading development, as well as the identification of any children who may require further support through the implementation of interventions that link to our Read, Write, Inc. scheme. At the end of Year 1, children's attainment in phonics is measured using the Phonics Screening Test.

Attainment in reading is also measured using the statutory assessments at the end of Key Stage 1 and Key Stage 2; this enables us to measure the attainment of our children against the reading attainment of children nationally. Termly assessments for children throughout the school, also help to inform overall teacher judgements.

At Doddiscombsleigh Primary School, ongoing Assessment for Learning (AfL) throughout the learning sequences, allows for flexibility in use of groupings. Our Whole Class Reading approach enables support and challenge within age-related expectations, use of quality peer learning opportunities, whilst also encouraging the children to independently challenge themselves based on confidence levels. As in other subjects, we use a clear marking policy throughout the school to give accurate, concise and clear feedback to our pupils. Verbal feedback is encouraged and children are expected to respond to marking.

The impact of the reading curriculum is further monitored by our subject leaders through the use of monitoring practices, such as pupil conferencing and book scrutiny. The findings from monitoring help to inform subject action plans in order to ensure a strong model of subject development based on current research and pedagogy.

By the time the children leave Doddiscombsleigh Primary School, our aim is for them to be competent readers with a thirst for reading. We aim for them to have had opportunities to develop their reading, their awareness of genres and different authors and to have experienced the wider world and imagined places through the pages of books.

We aim for our children to be lifelong readers.