

## **Reading at Pottery Primary School**

### **Statement of Intent, Implementation and Impact**

At Pottery Primary School, we want our curriculum to lead to confident, independent learners who have a passion for learning and are adaptable to the needs of the world when they leave school. We want to promote positivity, happiness and self-esteem in a caring and supportive environment that meets the needs of each child.

#### **Intent**

We believe that reading is an essential life skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. The teaching of reading is integral to a child's understanding and appreciation of the world around them. It is a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum aims to foster a lifelong love and appreciation of reading.

Through our Reading curriculum, we aim to:

- Fulfil the requirements of the National Curriculum and support our pupils in building a knowledge of vocabulary, events, people and places; concepts and procedures which has been carefully selected
- Offer appropriately planned challenge to all children
- Plan and demonstrate clear progression of the knowledge and skills that our children require to read fluently, expressively and accurately
- Respond to and understand the needs of all learners, responding to their successes and challenges to ensure they can reach their full potential
- Provide a range of carefully selected streamlined assessment and feedback strategies to solidify learning and support those in need
- Expose pupils to a wide-range of texts in class, in the library and through home-reading
- Celebrate progress in reading
- Plan for reading to be connected to areas of the curriculum;
- Promote reading at home
- Provide opportunities for children to love reading, develop a passion for it and appreciate its importance in the wider world.

#### **Implementation**

In EYFS and Key stage 1, reading is taught through synthetic phonics. Children learn letter sounds and how to blend them together to read and write words. Learning in phonics is supported by a comprehensive scheme of reading books provided by Oxford Reading Tree phonics and Bug Club books. These books are progressive and carefully matched to the phase of phonics children are working on. Alongside this, children are given opportunities to share books, listen to stories every day, read at home and take part in regular whole school reading events (world book day and visiting poet and authors). Learning is linked by good quality texts which have been chosen to compliment

classroom learning. The children have access to class library areas where they can enjoy sharing books and opportunities are given for reading outside and in the infant library area.

Once a child has mastered the 6 phases of phonics and can decode fluently (usually during year 2), they move onto our Accelerated Reader Programme. Children take a Star test and are allocated a range of books which best suits their developing ability. Children read books which have been carefully organised to ensure children progress in both **Word Recognition** and **Language Comprehension**. Children using accelerated reader read regularly in class individually by themselves, to adults, with each other and at home to parents. At the end of the book, children take a reading quiz which assesses their comprehension skills based on that book. Accelerated Reader ensures children are offered high-quality books that reflect the diversity of our modern world. Children work through the wide variety of books at their own pace. Teachers monitor their progress and determine when best for children to move onto the next level, ensuring that a range of titles have been explored and understood.

Children in the Key stage 2 (and from the summer term of year 2), have one lesson of shared reading each day. One text is used each week and specific skills are taught during each session;

- Monday - Gaining an overview, immersion in the text as a reader, reading for enjoyment
- Tuesday - **Vocabulary**, checking comprehension and finding synonyms
- Wednesday - **Retrieval** and **Inference** question.
- Thursday - **Sequencing**, **Fact and Opinion**, **Summarising** and more detailed **Inference**
- Friday - **Opinions** and **Discussion** questions

High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application reading skills. Texts are often linked to curriculum learning to embed the cycle of 'Know more - Remember more - Do more'.

### **Impact**

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Pupils reading progress is carefully monitored in school, in EYFS and key stage 1 through half termly phonics assessment and in key stage 2, the Accelerated Reader Star test is carried out half termly. In addition to this, reading data is collected 3 times a year. Class teachers use a reading comprehension assessment to inform this data. Pupils are supported with the most appropriate intervention if progress is not at the expected standard. Pupils are monitored regularly to ensure continued success and progress; All children make expected or better progress in Reading and develop a love for particular genres. The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children. There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

The subject leader and SLT have a clear understanding of progress and attainment through lesson observations, book look discussions with pupils, half-termly assessment and the use of Accelerated Reader.

Parents and carers will have a good understanding of how they can support reading at home and contribute regularly to home-school records.

L. Nicholson October 2021