

READING AT THOMAS READE

INTENT

We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live, through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject. We do not put a limit on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

IMPLEMENTATION

We teach phonics and reading skills as whole class, and also small group, lessons so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for lower achievers to enable them to achieve at an age-related level wherever possible. Higher achievers are also given opportunities to demonstrate a greater depth of understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts. All staff keep meticulous records for every reading session and for every child – ensuring that a particular phonics/grammar strand is being highlighted and that one of the key performance indicator (KPI) statements is also part of the learning objective. These are used to inform KPIs at the end of every term.

Phonics:

Early Years and Key Stage 1

Pupils are taught as a whole class, focussing on individual phonemes, groups of phonemes and common exception words within different 'phases'. We have an agreed progression for the teaching of new sounds. We mainly use Jolly Phonics and Jolly Grammar but also use a variety of other resources to support this. Lower achievers are given additional support from teachers and teaching assistants, either within the whole class lesson or as part of planned interventions that take place in addition to the lesson. During the Summer Term in Year 1, pupils undertake a Phonics Screening Test which assesses their ability to apply what they have learnt. After this, lessons move towards predominantly group, but also whole class reading lessons that take the same model in Years 2 to 6. Pupils who do not pass their Phonics Screening Test continue to have interventions to support the acquisition of these key skills and will retake the test again at the end of Year 2.

Whole school Reading Scheme

We have a whole school reading scheme (Oxford Reading Tree) that ensures progression in both word reading skills and comprehension. The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a level before moving to the next level. We also have schemes that are aimed to help reluctant readers in KS2 with targeted phonics and comprehension activities. All pupils have a home-reading record which they are encouraged to take home weekly. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read. All children are given the opportunity to take part in the Read at Home competition each term – aspiring to read more at home. These books are inspected by class teachers regularly to ensure reading at home is being undertaken as often as possible. Each class is able to visit the school library to ensure that children have access to books to read at home, as well as their class texts. Each class has its own library which offers a range of genre and levels for children to read.

IMPACT

Pupils will enjoy reading across a range of genres

- Pupils of all abilities will be able to succeed in all reading lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be able to read any genre of book – ready for their transition to secondary school
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records. The Read at Home scheme will encourage children and parents to read as regularly as possible at home
- The % of pupils working at Expected Level within each year group will be at least in line with national averages
- The % of pupils working at Greater Depth Level within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (SEND, Pupil Premium, EAL)

Julie O'Hare

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