

Reading at South Rise

Our whole school approach to reading aims to promote high standards of language and literacy for every child. We believe that every child should have a strong understanding of written and spoken language, and develop a love of literature through accessing a range of genres and high quality texts.

The South Rise approach to reading aims to ensure that all pupils:

- Can read fluently with good understanding
- Develop a habit of reading, for pleasure and information, widely and often
- Acquire a breadth of vocabulary and an understanding of grammatical and linguistic features for reading, writing and spoken English
- Can use discussion to coherently elaborate and explain their understanding and ideas
- Demonstrate their speaking and listening skills through debating and presenting
- Can apply their reading skills to the wider curriculum

The Teaching of Reading

The Compass Teaching for Learning booklet details our sequential and progressive approach to reading. All teachers are aware of how the teaching sequence develops across the school and have a clear understanding of the reading expectations for children at the end of KS2. At South Rise high quality teaching of Synthetic Phonics, through Letters and Sounds, forms the foundation of our reading curriculum and is crucial to children's early development as readers. Reading is developed as follows:

- In the Nursery children share and explore story books and non-fiction books with their teachers and peers. They explore all seven aspects of Phase 1 Phonics and are introduced to Phase 2. Where appropriate, children move onto banded books, from a range of reading schemes, to ensure progress and high attainment.
- In Reception children are immersed in Phases 2 to 5. Children take part in daily structured phonics sessions which meet their individual needs. They complete daily guided reading activities and engage in one to one reading with their class teacher, using appropriate books matched to their phonics phase.
- Phonics teaching continues throughout KS1. Through both oral rehearsal and written tasks, the children become familiar with diagraphs and phonemes with planned opportunities for review and revisiting of prior learning. This is enhanced and supported through all cross curricular learning. Reading skills are taught across the week in the form of a carousel of activities which includes reading with an adult which focuses on decoding, reading fluency and retrieval skills. As part of the reading carousel, children explore a number of different reading skills such as exploring vocabulary, matching sounds, reading for pleasure and they begin to formalise their comprehension skills through written questions.
- As children progress across KS1 and into KS2, they are exposed to a wide range of authors and genres and to terminology and ideas such as retrieval, inference, sequencing, predicting and summarising. They begin to look in more depth at author's craft and the impact words have on an audience. The consistent approach across the school ensures that vocabulary is embedded and builds upon prior learning.
- In KS2 reading is taught through a whole class approach. Children take part in whole class teaching which is usually linked to the class text and then engage in daily activities aimed to develop and strengthen their vocabulary, retrieval, inference and comprehension skills. In addition, children investigate author's craft, predictions and summaries on a regular basis. Activities are carefully adapted to meet the needs of all learners. Through careful planning and use of the KS2 reading stems, children develop their confidence and approach to a range of question types. Children across KS2 are also exposed to unseen comprehensions to develop their ability to apply their reading knowledge in unfamiliar contexts and build reading stamina. There are regular planned opportunities for children to read aloud to their peers and adults. Children who are still developing their decoding strategies read with an adult at least once per week.
- In Upper KS2, as they continue to develop their reading strategies and delve deeper into inference and author's craft, children begin to explore morphology and etymology to both develop an understanding of the origins of words and to make links within their schemata. Children are enabled to make connections across root words, prefixes and suffixes to help support their understanding of vocabulary whilst drawing on prior phonics teaching.

There are also regular planned opportunities, across both key stages, for children to read across the curriculum.

Children who need to make accelerated progress are identified early. Our provision map details a carefully planned programme of interventions, such as STEPs, Toe by Toe, Precision Teaching, phonics intervention groups and IXL aimed at supporting children to close gaps in their reading knowledge. Alongside this, our High-Lo library contains several books which are dyslexia friendly and help children to develop their self-esteem and develop a love of reading. EAL children have access to iPads through which they can explore a range of genres and texts through carefully chosen apps or translators. They also have access to Duolingo books within the school. Leaders and support staff are timetabled to read with individuals and groups who would benefit from extra support.

Developing a love of reading

As a school, we regularly reflect upon the choice of texts used to ensure they remain challenging and are of high quality; we believe it is important that children have the opportunity to read engaging texts and take part in discussions around both the classics and modern fiction. The texts chosen have connections to the Units of Learning where possible, whilst ensuring literary content that will challenge and expose our children to new vocabulary.

Through displays and the classroom environment, reading is promoted and celebrated. Each classroom's book corner inspires exploration into texts, whilst author focus displays introduce children to new writers. Learning walls reflect the current class book. Exciting book corners in the classrooms have questions, images and reading prompts, to open up a range of texts within each class. Children have the opportunity to read and explore texts from the book corner and are expected to choose a book to take home daily as part of our Home Learning Policy.

All children have the opportunity to borrow books from our school libraries and the Book Shed. Younger children also regularly visit the local library to borrow books. We also organise a range of events such as our bi-annual Book Fair, World Book Day, authors visits, storytellers and visits from publishers. This all contributes to the celebration of books and reading.

'Story time' is embedded across the school. During this time, teachers read a story or chapter book to the entire class modelling effective expression, pace and enthusiasm and engage the children in conversation and discussion. KS1 children often bring in books from home, which they have enjoyed, to share with their peers.

Engaging Parents and Carers in Reading

All children, across the school, are provided with a Home Learning Journal. These journals are an opportunity to communicate with parents. Within these, children both practise their weekly spellings and record their reading. Through written comments, a dialogue is developed between the child, teacher and home.

In Reception and Year 1 reading development is further supported through a weekly parent and child reading morning. This enables parents to develop their approach to reading with their children whilst helping to instil the children's enjoyment and enthusiasm for books and stories. Reading regularly within the classroom also helps promote the habit of reading aloud regularly with an adult.

Regular planned workshops also provide parents with guidance on how reading is developed and how to support their children at home.

The Assessment of Reading

Phonics knowledge in KS1 is assessed at three points during the year and there are ongoing assessments in the EYFS. This ensures that children's progression is continuously reviewed, gaps are identified, and this then informs future planning.

Across KS1 and KS2, teachers use The Compass Progression and Assessment Framework to assess children's progress and attainment. Children are assessed on a "best fit" model against age-related statements. Teachers' judgements are based on a broad range of evidence from reading across the curriculum.