

# Reading Subject Statement



## Ethos and Intent

At Alveley Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; 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. To put it simply; reading is the foundation upon which all learning begins.

Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. We believe that pupils learn to read and learn to love reading when they are active participants in the process, with 'reading for pleasure' being the driver through which pupils love of reading is developed.

## Implementation

Our reading curriculum offer is delivered through three distinct (though interlinked) areas; early reading and phonics, the reading curriculum, and reading for pleasure:

**Early reading and phonics:** Across EYFS and KS1, children are taught synthetic phonics on a daily basis. Phonics lessons are delivered through the Pearson scheme Bug Club phonics. Bug Club Phonics is designed to build children's confidence and enjoyment of reading at the very start of their reading journey. It's designed to get children reading real books as soon as possible and feel empowered that reading is for them.

In addition, we occasionally supplement Bug Club phonics with a variety of activities, including the use of activities taken from Letters and Sounds and interactive programs such as Phonics Play. This is only carried out where terms and language used are the same as Bug Club phonics.

Teaching can be delivered to the whole class, but children often work in small groups and individually as necessary to support their learning in a differentiated, personalised way. Phonics teaching continues for groups and individuals into KS2 until children are proficient.

We regularly assess pupils' skills in phonics through both reading and writing so that teaching consistently meets the needs of all pupils. Phonics reading books are used to support pupils' decoding and reading skills. Pupils take home a phonics reading book, closely linked to the current sounds being taught at that time. For pupils working towards or greater depth they take home an additional reading book for their level of challenge. Pupils progress through the phases of phonic books as their skills in phonics and other reading skills develop, until they are able to read widely and independently from the books available to them in their classroom and the school library.

Throughout their time in EYFS and KS1, pupils read with an adult at least weekly. At all points, pupils' book choices are monitored by class teachers to ensure there is an appropriate challenge for their reading skills to develop, balanced with a secure understanding of what they are reading.

Pupils' love for reading is not only promoted through reading phonics books, but they are also encouraged to take home a reading book of choice for pleasure. Each week in EYFS and KS1 classes we welcome a 'mystery reader.' This is a person familiar with the school, who comes in and reads to the whole class. This highlights to pupils that reading is a gift and pleasure that is valued and enjoyed by all. Classes also have a 'book voting station' where pupils can vote for the book, they wish to be read to the class that day. These books may be fiction, non-fiction, topic related or books that children bring in from home. As a school we have developed a reading intervention known as 'Bear Words.' The scheme supports the teaching of segmenting and blending words and also the reading of tricky words. The set of words get progressively harder to read as pupils go through each set of Bear Words. Pupils are closely assessed to ensure they are on the most appropriate level for their reading ability.

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**The reading curriculum:** From Year 1, the transition from phonics-based early reading to more formalised comprehension teaching begins. Pupils become familiar with the VIPERS system of questioning (vocabulary, inference, prediction, explanation, retrieval, and summarising/sequencing) and learn to answer increasingly difficult questions related to these 6 strands.

- Reading teaching is delivered through guided reading sessions, taught at least 3 times weekly.
- Guided reading sessions involve the whole class, often involving the current class text that related to the class topic. However, short, unrelated text might also be used when specific strands require additional coverage or very specific reading skills, such as skimming and scanning or answering 3 mark questions need teaching.
- Planning for guided reading is done with support of the English Lead and can be tailored to the needs of the class and their age - for example whether there is a block of inference teaching or a fortnight of vocabulary, and whether all 6 strands are practiced consecutively, or concurrently. This will partly be informed by summative assessment and from questioning pupils as they read.

**Reading for pleasure:** Embedded through our school is a culture of reading for pleasure. Pupils are given frequent opportunities to read independently throughout the school day and encouraged to read daily at home. We have reading clubs that run through the week, such as 'Book Club' and the 'Mobile Library'. We encourage family reading time through 'Book Boxes' that are sent home on a Friday and our 50-reading book challenge encourages pupils to read a wide breadth of books across the Key Stage. Our school celebrates a variety of book days such as Roald Dahl day and World Book Day, as well as inviting our local library and Book Fayre into school as frequently as possible. Our book selections are from a diverse range of authors from around the world incorporating both classical stories and modern book, and include every style of books, from poetry, to graphic novels, to wordless stories, to chapter books. We have access to a large number of audiobooks as well, and pupils enjoy listening to them both at school and home. Pupils at our school swim in a sea of oracy and we are proud of our reading mantra:

**'Every day is World Book Day at Alveley.'**

## Impact

Teachers continually assess children's reading. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Guided reading tasks provide assessment opportunities. Children are also assessed through the use of more formal tests. E.g.: NTS, SATS, past-papers at least 3 times yearly (more frequently for Year 6). Reading is monitored by the English Lead and SLT. This is through formal lesson observations, book looks, learning walks, test paper GAP analysis and pupil interviews.

## SEND

Reading is a fully inclusive subject at Alveley and we are committed to the Special Educational Needs and Disability Code of Practice. The curriculum is not narrowed for pupils, however books are chosen in accordance with pupils abilities through reading bands. In guided reading, support is given to individual pupils either through additional adult support or amended questioning. We identify every opportunity for inclusive reading, including the use of audiobooks, to ensure every reader has the opportunity to access high quality texts at an age-appropriate level, regardless of their individual needs.