

St James' CofE Primary School

Reading Intent, Implementation & Impact

Ofsted Next Steps 03/03/2016

- 'Continue to improve the quality of teaching targeted support in Key Stage 1, so that pupils make more rapid progress and standards increase to be in line with national average.'
- Continue to develop the school's focus on the most-able in order to ensure the more able pupils exceed age-related expectations by the end of each key stage.

English

The national curriculum for English aims/**intends** to ensure that **all** pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

- Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.
- Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.
- It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading Intent

At St James' we intent to:

- Ensure our children have access to a high quality English curriculum that is both challenging and enjoyable.
- Provide our children with a variety of high quality reading materials & opportunities, which will enable them to develop as lifelong readers with a love of reading.
- Enhanced all children's vocabulary and use of standard English both written and orally
- Ensure all children are confident and independent readers.
- Inquisitive readers who ask questions about the text - active learners For example: Child response: "I think..., because..., In my option..., The writer...so that..., ...led me to think that..."
- Equip all children with the reading skills needed to successfully research areas of personal interest.
- Support children & parents in taking reading into the home. For example: home readers, SWAP box, reading club

Reading implementation

At St James' we are outward looking and creative in our approach to implementing a high quality English curriculum.

Our implementation is developed through secure understanding of the curriculum and subject area.

Planning for reading

1. **Long term:** National Curriculum and Development Matters
2. **Medium term:** Year group 'Age Related Expectation' (ARE) sheets
Half termly coverage to include poetry, fiction & non-fiction text
3. **Short term:** Year group 'Age Related Expectation' (ARE) sheets
Classroom Secrets is a tool used to support response to reading both oral and written. (Y1-Y6)

Teaching of reading

'Quality first teaching' linked to teaching standards:

All teachers:

1. Know where their children are, through the use of concise summative assessment, including past SATs, prior learning assessments including phonic screening scores & Single Word Reading Test score (SWRT), weekly comprehension test scores.
2. Understand where their children need to be, through a secure understanding of year group expectations and/or pre key stage expectations also incisive, ongoing, formative assessment e.g. over the shoulder marking, differentiated questioning and the expectation of differentiated responses to questions asked.
3. Know how they are going to get them there, through:
 - The use of a wide range of strategies to promote independence, mastery and a love of reading, including Magenta Principles, clarification, summary & prediction (aspects of Recipricol reading & whole class guided reading using carefully chosen)
 - KS1 & KS2 receive four 30 minute, teacher led, guided reading sessions each week, using Classroom Secrets, First News extracts, past SAT papers etc.
 - EYFS & KS1 daily phonic sessions based on Letters & Sounds and including mnemonics from Read, Write Inc, also Fred Talk and sound buttons.

- KS1 children reading at phonic level read Songbirds and Success For All books. KS1 children then move on to colour banded books once secure with blending and segmenting.
- KS2 children secure in their age related expectations for reading follow the banded system, which includes a variety of fiction, non-fiction and poetry.
- Theme based reading - includes a range of fiction, non-fiction & poetry linked to class/phase theme.
- Story Spine - each class has at least 4 books specifically chosen, which they will have the opportunity to read and respond to as a class.
- Library sessions - each class has a designated time in the week to visit the school library - free choice readers.
- Book SWAP - nursery & Pre-school SWAP situated in main entrance and includes adult books. YR - Y6 book SWAP trolley situated on the playground daily at 3.30pm.
- 100 book read & respond challenge - children rewarded for reading for pleasure.

To enhance learning teachers will:

1. Effectively deploy adults, specifically during guided reading & phonics.
2. Plan for progression during and between sessions.
3. Use high quality questioning and teacher prompt
4. Demand high level responses
5. Model Standard English
6. Use a range of subject specific vocabulary in context to extend children's vocabulary
7. Model high expectation in order to scaffold learning and prompt independent learning

Learning 'Quality first learning'

We work as a team to ensure all of our children:

1. are school ready
2. feel safe & secure
3. are supported by effective classroom routines
4. are engaged in an engaging environment
5. have a clear understanding of the high expectations set for them
6. have high expectations of themselves
7. are confident in their reading ability
8. feel ready and excited to be challenged
9. are independent learners
10. are effective critical friends
11. Lifelong readers

Assessment of reading-

1. Summative/reported
 - NFER (LDST agreed) Standardisation (YR - Y6)
 - Year 1 & 2 Phonic Screening
 - Single Word Reading Test (SWRT)

* Pre year group/Key stage assessments made of SEND children - agreement by HT.

2. Summative / diagnostic - progress tests formulated using TEST BASE, comprehension assessments using Benchmark and Classroom Secrets materials & termly phonic screening.
3. Formative / ongoing - (Over the shoulder marking, Steps To Success, colour coding etc.) * See Marking, Assessment & Feedback policy

4. Reading books:
- Nursery: Home reader, Library & SWAP books
 - Pre-school: Home reader, library & SWAP books
 - Reception: Home reader, library & sharing books, moving to Phonic books (as appropriate)
 - KS1: - Phonic reader (as appropriate) & free choice/colour banded (as appropriate), library & SWAP book
 - Lower Key Stage 2: colour banded book, library book & SWAP book
 - Upper Key Stage 2: colour banded book, library book & SWAP book

Standardisation:

1. NFER test YR - Y6
2. LDST standardisation meetings

Moderation:

1. In-house
2. LDST (academy)
3. WOWS (local)
4. Local Authority

Reading Impact shown in ... * See Subject Lead's Raising Attainment Plan

1. Attainment records
2. Progress records
3. Benchmarking against national (APS)
4. Linked to Performance Management targets
5. Guided reading records.