

Padbury Statement of Intent for Reading

Vision:

At Padbury CE School our vision is to foster a love of learning in everything we do. Reading is the gateway to learning and has the highest priority across the whole curriculum. This is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best they can be.

We have a rigorous and sequential approach to reading where we strive to promote confidence in the children as readers and for them to become aware of reading as a source of communication, information, research, interest, and pleasure. Across the curriculum, children enjoy a range of texts, both fiction and non-fiction which are linked to their topics which supports the acquisition of subject specific vocabulary. A rich text base in all classes also allows for opportunities for children to read widely and understand the diverse world we live in. Throughout the school, children read individually, share class novels, read in small, guided groups, and are read to by adults regularly. Through accurate assessment and where gaps in learning are identified, interventions and additional support ensure all children make progress to support them in accessing the full curriculum.

Aims and Purposes of Reading:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Specific Reading Aims (In bold):

- **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.

Curriculum Intent for Reading across Foundation Stage, Key Stage 1 and Key Stage 2

Intent

At Padbury CE Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all our children develop a genuine love of language



and the written word, through a text-based approach. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children develop an understanding of how widely reading is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Our intent in reading is for:

- all children and adults have a love of reading;
- all children read with fluency and understanding, equipping them to succeed at Secondary School and become readers for life;
- for children to leave Padbury CE School with a body of knowledge of the best that has been written in novels and poems over time.

Prioritising Reading

Reading at Padbury is prioritised by:

- Adults' passion for reading and sharing books through the school;
- Daily phonics from FS through KS1 and where necessary KS2;
- The teaching of reading being an integral part of weekly lessons across school.
- Guided reading planned according to the needs of the year group. Different formats for different year group-age appropriate;
- Teachers reading to children frequently through all year groups weekly;
- Vibrant and inviting book corners in classrooms to engage pupils;
- Variety of text types and a growing complexity of texts in all classrooms;
- All children have reading books to take home within the first half of the Autumn term and daily sharing of books at home encouraged throughout the school;
- Parental engagement with supporting reading at home good;
- English units starting with high quality texts-recently bought into Literacy Tree to support teaching of English;
- Book week leading to World Book Day celebrates reading, authors, enjoyment of reading;
- Poetry recital competition to promote love of poetry and know and remember more famous poems;
- Being part of a planned cohesive curriculum, which makes connections and makes things meaningful for children;
- Pie Corbett's Poetry Spine books have ensured a range of poetry shared, learned and enjoyed throughout the school.

Implementation

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Early Reading and Phonics

In Reception and KS1 we use the Little Wandle Letters and Sounds Revised which is a systematic, synthetic phonic programme linking phonics securely to early reading skills. The systematic teaching of phonics ensures children make rapid progress in the early stages allowing them develop strategies to decode and build fluency. The reading books the children take home are directly linked to the phonic sounds they have learnt. The Collins Big Cat Phonic Scheme supports and ensures the specific sounds children are learning in their phonic sessions are matched in their reading material.



Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.



- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Padbury Church of England School and beyond into our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

Implementation for the Teaching of Reading- KS2

- Guided reading sessions focus on acquiring reading skills and knowledge to develop understanding of texts through careful teacher questioning, whole class discussion, reading based activities.
- Whole class Guided reading through Year 2 and KS2 allows discussion to delve deeper to widen vocabulary and understanding of texts.
- Lessons in other areas of the curriculum have books associated to support knowledge and develop abilities to learn through texts and develop research skills.
- Children in KS2 are actively taught reading skills through whole class guided reading and this is applied across other subjects of curriculum with retrieval, gaining knowledge and understanding. Children use VIPERS to recall the different reading skills practised.
- Children are supported at home by regular reading of books and key words.
- Half termly assessments to ensure children retain knowledge. Progress evident in half termly reviews
- Sets of low ability, high interest texts support learners in KS2 keep motivated and supported in their reading where needed.
- Variety of reading interventions-60 second reads/speed reading available for teachers to use to close gap in attainment/progress.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.



- **Assessment for learning** is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

End Points

By the end of Reception most children will attain the Development Matters outcomes for 5 yr olds

Reading:

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

By the end of Key Stage 1, most pupils will attain the expected standard from the national curriculum outcomes for 7 yr olds and will be able to:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate KS1 books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

By the end of Key Stage 2 most children will attain the age-related expectations for 11-year olds and will be able to:



Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Progression in reading

Progression is ensured through the use of the National Curriculum which guides teachers in planning and setting appropriate and challenging expectations. The progression documents on the website illustrate how these objectives are set out in a sequential manner so that all abilities across the age ranges needs can be met effectively. With disruptions to teaching as a result of the Covid pandemic, the progression document also supports in identifying the gaps and how to build those skills from the child's starting points so that all can achieve age related expectations before they leave us in yr6.

Safeguarding

Safety is paramount and all forms of technology should be checked by adults before being used with children. We have ensured our child protection policies cover the use of technology by adults and children within the school.

The school complies with

- Inspecting Safeguarding in early years, education and skills settings



Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

Special Educational Needs and Equality

Specialised computing equipment for children with SEN will be purchased from the SEN Budget to support children with writing and will be maintained by TIO.

Lesson plans are to be differentiated to ensure equality of access to all children. For children with special needs, tasks may have to be broken down into small steps, giving them achievable goals, and activities should reinforce the pupil's understanding of content covered previously. In this way all children will be enabled to achieve their full potential.

Padbury CE School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching reading staff will make reasonable adjustments to promote equality of opportunity for disabled and nondisabled pupils. This could include;

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards)
- providing alternative resources e.g. switch technology which is easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties.
- modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder)
- see also 'SEN Policy'.

Wider impact of reading across the curriculum

Language and communication

Children develop language skills by:

- talking and listening to each other as they share ideas from texts and understand character and actions;
- developing a wider vocabulary bank by being introduced to and using subject specific vocabulary in English lessons as well as widening vocabulary through the texts studied;
- asking and answering questions about texts through character, plot and themes;
- using VIPERS in KS2 to structure their reading discussions;
- commenting on texts and appreciating different views of the same text;

Values and attitudes

Children have opportunities in reading to:

- consider their own attitudes and values in relation to different texts studies; challenge assumptions, stereotypes and prejudice sometimes evident in text or discussion of situations presented;
- develop respect for their own and others' reading abilities and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different opinions within the class;
- develop a respect for the texts/resources that they use in their lessons.



Spiritual, Moral, Social & Cultural (SMSC) Development in English-reading

Spiritual

In responding to a poem, story or text; pupils can be asked 'I wonder what you wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' e.g., when responding to text through drama or Real Reading thinking stems. By appreciating the beauty of language, e.g., poetic language within stories and poems.

Moral

By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. E.g., The Iron Man, Stig of the Dump, The Tempest, The Story of Harvey Milk and by considering different perspectives and showing empathy of characters.

Social

By supporting conceptual and language development through an understanding of and debates about social issues, e.g., gay rights, bullying, stereotyping, conformity, homelessness. Work collaboratively, e.g., as part of a dramatized response; to prepare a verbal response to an argument; to evaluate each other's work. By providing opportunities for learning to continue at home e.g., through homework projects; through spelling games. By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g. assemblies, performances, speech cup competitions and structured discussion.

Cultural

By providing opportunities for pupils to engage with texts from or representing different cultures, e.g., Black and British -a history, The Great Kapok Tree, the Rain Player. Through events such as 'Share a Story' pupils share stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'. By providing opportunities for pupils to engage with texts that represent our strong literary heritage, e.g. Homer's Iliad and the Odyssey, the Tempest, The Iron Man, The Listeners, The Indian in the Cupboard. By providing opportunities for children to visit the theatre and experience theatrical productions.

