



ENGLISH READING CONSTRUCT

“Once you learn to read, you will be forever free.” – Frederick Douglass

Aims and Objectives

English has a pre-eminent place in education and society: no skill is more crucial to the future of a child, or to a democratic and prosperous society, than literacy.

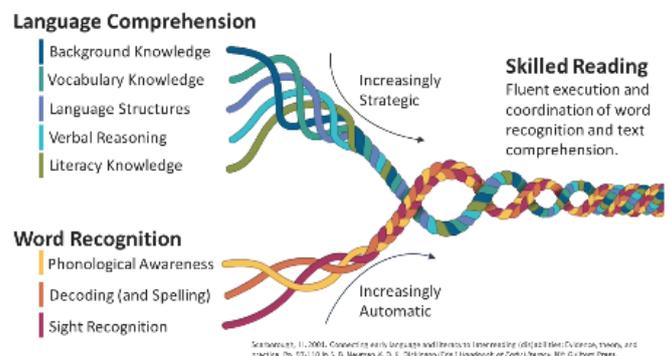
Reading is a life skill crucial to the future success of a child. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. From reading widely, they continually develop their vocabulary to levels which exceed their everyday spoken word; they deepen their understanding of ways in which to communicate effectively in the written form for different purposes. As well as stimulating curiosity and imagination and being a wonderful escape from reality too, the far-reaching and long-term benefits of being a reader cannot be denied nor dismissed: studies show that not only can reading boost intelligence, it can enhance social skills, improving a person’s empathy, improve sleep, reduce stress and even slow cognitive decline in later life. We *must* ensure every child is a reader!

We aim to:

- Foster a love of reading
- Develop ‘readers for life’ who:
 - ✓ decode easily, accurately and fluently
 - ✓ comprehend texts at a literal level and interpret the inferences and more subtle nuances that texts include
 - ✓ use reading as a tool for study and to increase their knowledge and understanding of the world
 - ✓ use reading as a means of expanding their vocabulary
 - ✓ study texts as a means to improving their writing proficiency and ability to communicate for a range of purposes in the written form
 - ✓ are motivated to read for pleasure
 - ✓ appreciate our rich and varied literary heritage
- Provide regular opportunities for pupils to read widely for both pleasure and information and across multiple aspects of the curriculum in order to practise and embed their skills.
- Provide challenge to all learners and ensure those who are in need of ‘catch up’ for decoding and fluency are not denied the access to the high-quality texts and discussion their English lesson affords them.

What Reading looks like at Dowson

The teaching of reading at Dowson is structured as a progressive and multifaceted model which takes account of the ‘many strands that are woven into skilled reading’ as described by the Scarborough Reading Rope. The curriculum content and the pedagogical approaches are chosen with the intent that children will reach the state of a ‘skilled reader’ who demonstrates ‘fluent execution and coordination of word recognition and text comprehension.’



Phonics

Our chosen systematic synthetic phonics programme is ‘Read Write Inc. (RWI)’ which gives our pupils the best possible start to their reading decoding strand. The programme supports our mission to ensure **all** children learn to read early, fluently and at speed so they can focus on developing their skills in the comprehension strand, vocabulary and spelling. Phonics begins in Nursery and continues through Reception and into Year 1. The vast majority of pupils complete the RWI programme by the end of Year 1.

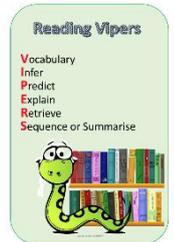


Guided Reading

Children in the Early Years and Year 1 encounter guided reading as a class both within their daily phonics and when a shared text is read by the teacher utilising book talk and simple retrieval questions or discussions around settings, characters and basic predictions. The RWI programme includes comprehension questions to discuss with the texts in order to ensure understanding of what is being read. Children in these year groups also have regular reading on a 1:1 basis with an adult.

In Years 2, children read in ability groups with a teacher once within a week on a bi-weekly basis. These sessions are focused around a banded book in order that reading is taught and progress is made within both strands of the reading rope where children are given a wider repertoire of reading strategies to support decoding and can engage in book talk and all of the dimensions of comprehension. On the alternative week to these group sessions, the children receive a whole class teach of reading using the John Murray weekly cycle of comprehension and a VIPERS approach.

Years 4-6 continue with the John Murray approach in their daily teaching of reading session, increasing the complexity and range of prose and poetry presented and the depth of which they are expected to comprehend, reason and explain their thinking. Children in these year groups are heard to read on a 1:1 basis at least once per term by a teacher and half termly if they are not keeping up with their year group curriculum, in order to inform intervention.



The Power of Reading and Book Talk

Many of the texts we base our writing units upon are chosen from the CLPE Power of Reading book lists to ensure the highest quality of texts to immerse children in, support their understanding of authorial techniques and styles and in turn yield enjoyment and great writing outcomes. They are complemented throughout the units with other text extracts. All have been selected to ensure a balance of classic and contemporary prose and poetry and expose children to a range of themes and characters that supports our vision, values and key drivers of the curriculum (see text and author overviews for further information). The Power of Reading Book Talk strategies, along with other techniques for text appreciation, are threaded throughout the writing units for English teaching to further strengthen children's comprehension strand.

Culture – a love of Reading

In order to foster a love of reading in our pupils that will remain with them throughout their lives, we also create a culture of reading for pleasure through such things as our author of the term focus, top 20 and fantastic 4 books for each year group, reading aloud every day and 'ERIC' (everyone reading in class) time. Our reading spaces in classrooms and shared spaces are designed to be inviting, comfortable areas in which children can enjoy a range of books and other reading materials.

Assessment

In order to establish an accurate understanding of pupils' knowledge and skills, teachers hear children read regularly through the means set out in our Reading Overview, depending on year group. Assessment information helps to determine the starting points of subsequent reading lessons, or foci for small group or 1:1 reading sessions. Formative assessment of pupils' responses, including their marked work, informs planning, teaching and intervention on a daily basis. Teacher assessments are recorded on Bromcom and success towards the different objectives translates to an overall judgement at key points during the year. Assessment is also supported by the delivery of progress tests and the 1:1 reading sessions conducted using benchmark texts for reading and comprehending. See the Assessment Strategy for more information.

Intervention

The expectation is that the majority of children will engage in the objectives specified in the National Curriculum for their year group and move through the programmes of study at broadly the same pace. Where this is not possible due to the needs of the learner, teachers are expected to provide an appropriate alternative curriculum. Our reading progressions demonstrate the expectations for children's reading (decoding and comprehension) on a termly basis in order to remain 'on track' to meet age related expectations at the end of each year.

Teachers intervene on a daily basis and provide support, scaffold or additional practice where necessary in line with our 'Keep Up' strategy. Where pupils are unable to 'keep up' and fall significantly behind, they take part in 'Catch Up' intervention with a focus on decoding fluency in the first instance followed by basic comprehension at a retrieval level.



Dowson Primary Academy

Teachers complete provision maps that show how they cater for these children – known as the bottom 20%. See the Assessment Strategy for more information.

Homework

To support children to read fluently, with increasing confidence and comprehension, we expect children of all ages to read daily to an adult at home. This may include flashcards containing key words for them to learn by sight when they are in the early stages of learning to read.

To ensure all children build sufficient stamina for the next stage of their education, and increasing length and complexity of text, the expectation for children's reading increases over time. In Reception and Key Stage 1 the minimum expectation for children's reading time is 10 minutes, building to 15 minutes by the end of Key Stage 1 as they become more fluent. In Key Stage 2, the minimum expectation for children's reading time is 20 minutes, building to 30 minutes by the end of Key Stage 2. This should be daily, with a minimum expectation of 3 times a week.

All children have a reading record to complete each time they read and an adult should sign this to show they have read for the expected time and occasions. Children who have been unable to complete their reading practice at home will be given the opportunity to do so in their free time in school in order to sustain a good rate of progress.