



## What is reading like at Elliston Primary?

### Intent

At Elliston, we believe that reading is an essential life skill, which lays the foundations for future success. Therefore, we are dedicated to supporting all of our children in becoming a reader and developing a life-long love of reading.

We aim to nurture a passion for reading by providing opportunities for children to engage with, interrogate and express a personal response to the language, authors, illustrators and themes of a wide range of quality texts. This ensures children are able to access the broader curriculum more confidently. Additionally, this supports their personal development as they experience empathy, gain insight into other time periods and diverse cultures as well as express well-supported opinions.

### Implementation

#### Phonics

Monster Phonics is the systematic synthetic phonics programme used with corresponding reading books and additional books that parents can share with their children in the early stages of reading. The colour-coded grapheme system is unique to Monster Phonics; each coloured grapheme is represented by a monster character, which makes the same sound, to provide audio-visual prompts which allow the children 'see' each sound within a word and pronounce it correctly. This scaffold supports all learners and supports our mastery curriculum approach.

#### Reading

- Quality texts, often books from CLPE, are selected and built into the curriculum with links to other subjects frequently being made. These are fiction or non-fiction and are related to the topic. The texts are selected so that children are reading, discussing and writing in response to texts that are mainly above the level of their current individual reading book. Additionally, texts are selected to support children's personal development.
- Resources from CLPE support staff in their subject and pedagogical knowledge.

- Guided reading sessions provide opportunities for reading skills and strategies to be taught. In KS2, vocabulary, inference, predicting, explaining, retrieving, sequencing or summarising techniques, known as reading VIPERS are taught in these sessions. Staff fit these flexibly into their teaching sequences. Teaching Assistants are timetabled to support teachers in some of these sessions, they lead or support groups or individuals by using the teacher's planning, focusing upon and modelling the skills exemplified by the teacher.
- Individual children are listened to read by an adult regularly.
- Pre-reading a text is a strategy used to support specific learners so they are able to develop their understanding and confidently participate in discussions.
- Across the school, children participate in discrete comprehension sessions - sometimes linked to the topic, where they use guided reading strategies and respond to unseen texts.
- Reading Plus, an online learning platform, is used by KS2 both at home and school.
- At Elliston, we believe that reading regularly at home is an important tool in developing reading skills. Titles from the Collins Big Cat scheme are used for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres and are offered high-quality books that reflect the diversity of our modern world. Teachers monitor children's progress and decide when it's appropriate for children to move onto the next series, ensuring that a range of titles have been read and understood.
- Reading at home is celebrated regularly in assembly.
- Children are introduced to specific authors, through People Day, helping to develop an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future.

## **Impact**

At Elliston, the impact of our reading curriculum goes beyond statutory results. We firmly believe that reading is the key to accessing all learning. Through our curriculum, which offers children the opportunity to engage with rich texts, from a variety of genres, children develop their knowledge of the diverse world we live in and meet characters, who have developed resilience to overcome challenges they face. Such texts, enable our children to develop personally as well as readers.

Our systematic teaching of phonics and approach to teaching reading ensures children are fluent, confident readers, who can apply their knowledge and skills to

understand a wide range of texts, which they encounter in the Key Stage 2 curriculum.

By the end of Year 6, it is our aspiration that our children can independently use their reading skills to access learning in all subjects of the curriculum as well as confidently read a variety of texts for enjoyment and pleasure.

Children's reading skills and knowledge are assessed continually by the class teacher, throughout lessons. This informs the English leader of any further areas for curriculum development, pupil support and/or training requirements for staff.