



READING

Intent, Implementation and Impact

At Kingsteignton School, we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We have high expectations of all children and we encourage children to challenge themselves, persevere and 'Aim higher, Achieve more ...Together'

Reading and Phonics Implementation:

At Kingsteignton School, we use a synthetic phonics programme called **Read Write Inc (RWI)**. This programme is a method of learning letter sounds and blending them together to read and write words. This is supported by a comprehensive scheme of reading books which the children read in class and at home. RWI is designed to foster confidence and enjoyment in reading specifically because the children have already learned the sounds that will be contained in the books they read and are therefore able to succeed in their reading. Children who have not met the required standard for phonics in Year 1 or 2 have daily phonics sessions working through the phases either individually or in small group sessions. This continues into Key Stage 2 as necessary. Children who are catching up are encouraged to take home a new phonics reading book after each session. Where children do not read at home, staff facilitate extra reading sessions in the school day.

From Year 2, more able readers who have completed the Read Write Inc scheme move onto **Accelerated Reader (AR)** - a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Children can then begin to choose from our wide range of Accelerated Reader books in the school library. The Accelerated Reader programme encourages children to read independently at their own level and pace and helps to foster a love of reading alongside a passion to succeed. The children are asked to complete a reading comprehension quiz after every book to ensure they have read and understood the book they have chosen; this helps the children to develop their reading comprehension skills. Teachers use

the quiz scores to track each child's progress and ensure they are continuing to make progress and succeed.

All children in Year 2 progress onto the Read Write Inc spelling scheme and, through daily spelling lessons, teachers regularly recap phonic knowledge with children through the 'dot and dash' activities.

Reading interventions are in place for those children who are not progressing with their reading. The impact of these interventions is monitored and reviewed regularly.

For those children who have been identified as the lowest 20% of our year group readers, we provide interventions to support and develop their reading skills. In order to maintain consistency, catch up interventions produced by Read Write Inc are utilised across Key Stage 2.

High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills. Children are taught to relate the text to themselves, previous reading experiences and the world around them. All classes follow a structured approach to reading activities. All sessions are interactive and teachers facilitate speaking and listening opportunities, with children working hard individually. Passive learning is minimised and engagement promoted through regular use of think-pair-share, responses on mini-whiteboards and collaborative tasks.

In addition to modelled sessions, children have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard. Over a weekly period, all children will also take part in a small group guided activity, which enables teachers to elicit the needs of children individually and identify areas for future development.

Utilising the Learning Challenge Curriculum, rich reading opportunities are provided across the curriculum, exposing children to a wide range of quality texts providing context to learning.

At Kingsteignton School we believe that regular reading at home is an important tool in developing reading skills. Levelled titles from the Read Write Inc and Accelerated Reader schemes are used for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres.

Our reading scheme ensures children are offered high-quality books that reflect the diversity of our modern world.

Children work through the wide variety of books at their own pace, reading the majority of titles in each series. Teachers monitor their progress and determine when best for children to move onto the next series, ensuring that a range of titles have been explored and understood.

Each classroom has a book corner, with a selection of fiction and non-fiction books. We follow the advice of the Reading Framework which suggests fewer books in a book corner which are frequently changed. Children are encouraged to use these areas in the classroom as a calm and welcoming space for reading.

We also have a well-resourced and welcoming school library where Accelerated Reader children go to select their new book and

In addition, every class is read to by their teacher daily. Texts are chosen from a range of genres, including poetry, and are always of a very high quality. These are one of our favourite sessions of the day.

World Book Day is celebrated every year with a wide range of activities being arranged to help to instil an enjoyment and love of reading in all children.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts throughout the Key Stage 2 curriculum. The children will have learned to read books to enhance their knowledge and understanding in the curriculum and to become life-long readers.

For our Year 6 readers transitioning into secondary school, we aspire that the children will be fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning in all areas of the curriculum

In addition to this we expect that:

- Parents and carers to have a good understanding of how they can support reading at home and to contribute regularly to home-school records
- The percentage of pupils working at age related expectations and above age related expectations will be at least in line with national averages and will match the ambitious targets of individual children
- There will be no significant gaps in the progress of different groups of pupils (eg disadvantaged vs non-disadvantaged) from their starting points.