Subject on a page Reading

At Maryport Church of England Primary School we believe that Reading is an essential life skill and this is why reading lies at the heart of the curriculum.



Intent-we aim to

Foster a love of reading. Through listening to a range of fiction. non-fiction and poetry.

Provide children with lifelong skills to ensure they can read with confidence and with understanding.

Provide plenty of opportunities to read for pleasure.

Ensure that reading is a transferable skill across the wider curriculum.

Pevelop a consistent approach to teaching in order to close any gaps and to allow the highest proportion of children to reach the expected standard.

Have an environment in school where children read for pleasure and meaning. Engage with parents and the wider community to enhance the reading profile further.

Implementation - how do we achieve our aims?

Reading for practice

Access to appropriate books

We recognise the importance of reading at home to practice and embed reading skills. Reading at home begins

in 2s where children take home story books and story sacks. In EYFS children have access to picture books and high quality texts that children take home to develop their communication and imagination around stories. Children that are on the RWI programme, have books that are closely matched to their phonic ability with sounds that they have been rehearsing. Once children finish the RWI programme. Children are tested on the Accelerated Reader STAR reading test. This provides children with an appropriate ZPD range for the books that the children can freely choose from the vast material within the school library. Teachers and TAs monitor choices and levels to ensure that the texts are appropriate in difficultly and age and that a wide range of genres are covered.

Daily reading practice

In foundation stage children take part in story time and reading activities daily. In KS1, all children read out

loud daily during phonics or group/whole class reading. Additionally, the lowest 20% are monitored in their reading with teachers, support staff or volunteers. Children in KS2, read during daily. Children read independently and to staff their chosen reading books; reading fluency is developed within whole class reading comprehension and further opportunities are made across other subjects to develop understanding, fluency and reading confidence.

A systematic approach

In foundation stage, KS1 and for those unable to decode in KS2, we use a systematic synthetic phonics programme called 'Read Write Inc' (RWI). All children within these groups have daily phonics sessions where they participate in speaking, listening, spelling, reading and writing activities which are matched to their individual needs. Children are regularly assessed and moved groups accordingly.

Catch up support

Teachers draw upon observations and continuous

assessment to ensure that children are challenged and to identify which children need additional support. Those who need additional support in EYFS take part in Talk Boost reading intervention. Those who are in the bottom 20% in KS1, take part in additional catch up 1:1 RWI sessions. Those who struggle to decode in KS2, continue with the RWI programme. This is tailored to KS2, whereby only the reading side is taught during the whole class reading slot. Those that can decode the text but struggle to understand the text and need additional support with fluency, work in small supported groups during the reading lesson. These children rehearse answers verbally, have additional resources, time and further modelling to support. Children that require further support read out loud to an adult in school regularly across the week.

Reading for meaning

Reading for pleasure

Daily comprehension

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are required for children to become accomplished readers. In EYFS and KS1, children take part in whole class reading where children listen and

respond to a text across the week verbally. In KS2, children take part in whole class reading comprehension lessons daily. Two of the days focuses on questions around the class story, whereas the other three focus on additional texts. These have been carefully mapped out to allow for cross-curricular links and question strands that need class focus where possible.

Structured lessons

Whole class reading follows the following structure. Monday - class story retrieval questions. Tuesday. Wednesday and Thursday - age appropriate texts selected

often with cross curricular links. Opportunities in these lessons to read out loud, verbalise answers with partners, class or group, work independently. Friday - class story prediction or summary questions. There is opportunity for poetry performances, echo reading and fluency practice. From year 2 onwards, reading lessons are centred around Ks1 and Ks2 reading content domains, these are shared with children as Reading Vipers. (Vocabulary, inference, prediction, explaining, retrieval, summary/ sequence)

Essential story time

We recognise that to develop a lifelong love for reading, reading for pleasure must be encouraged, modelled and celebrated. Teachers read to children in all classes daily. Story time is an opportunity for all children to be immersed in high quality texts and showered in fabulous sentence structures and vocabulary. Our book spine has been carefully selected to ensure that over the children's time at Maryport Primary School, they have a rich diet of genres and authors.

Access to quality books

Across the school, children have access to high quality books that reflect diversity and modern world. Our classrooms have areas showcasing quality books and our libraries are well-stocked. Staff recommend book choices to children and enagage them in new releases. We visit our local library on a termly cycle and encourage the use of personal library cards. We develop our class library over the year by loaning books from the library van and library book boxes.

Free reading

In EYFS and

KS1, children make use of book corners to read books for pleasure in their own time. In KS2, as children arrive to school in the morning, they are provided with reading for pleasure time, in which they can read books of their choosing and explore texts that has been selected as cross curricular links or recommended by their teacher. Children enjoy sharing and recommending books to others in their class. Children in Y5/6 access Reading Plus which is a progressive reading programme to enhance their vocabulary and fluency. Children enjoy accessing this within their free reading time.

Impact - how do we know we have achieved our aims?

Be engaging in and listening to high quality texts. Children will display enthusiasm around reading for pleasure. Reading is key your all learning, the impact of our reading curriculum goes beyond the results of statutory assessments, these essential skills allow children to transition correctly. Children read for meaning and pleasure. Staff enthusiastically share texts and show themselves as readers. Parents actively support us through reading and home and accessing workshops.

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons and beyond,

Children read around other subjects resulting in enhanced understanding of the world around them. A high number of children achieve the expected standard of higher. Through targeted intervention, those finding reading challenging are helped to catch up.