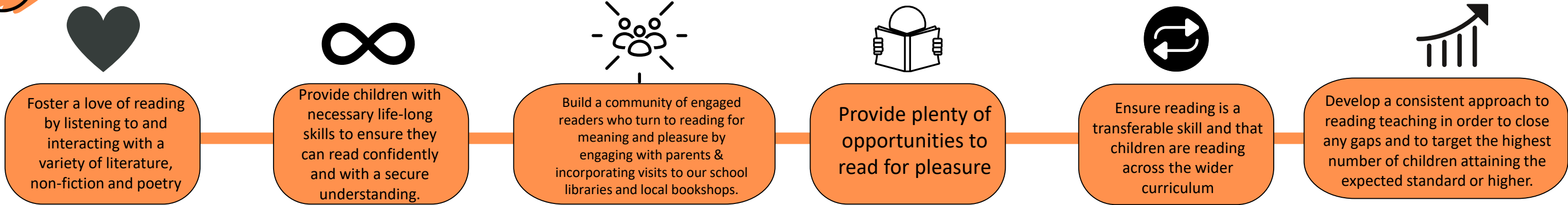


At Waterside Primary we know that reading is fundamental as it allows children to develop vital skills they can use throughout their lives. By reading stories, readers can interact with the characters and better understand the story and its moral values. It is an essential skill that lies at the heart of our curriculum.



Intent - We aim to...

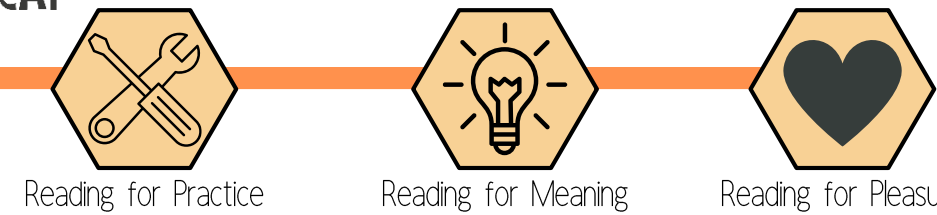


Implementation - How do we achieve our aims?

In Foundation Stage and KS1 we use a systematic synthetic phonics programme called 'Little Wandle' (See Phonics On A Page) which is supported by a comprehensive scheme of reading books provided by Collins Big Cat Letters & Sounds. All children have daily phonics or spelling sessions where they participate in speaking, listening, spelling and reading activities that are matched to current needs.



Collins BIG CAT



READING FOR PRACTICE

Learning to read

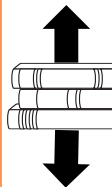


Support to catch up

Teachers draw upon observations and continuous assessment in phonics & assess fluency using Salford Reading Tests to identify those who may need additional support. Children requiring phonics intervention are carefully planned for by assessing their individual gaps and using 'Little Wandle' Keep Up planning to support.

Systematic approach

In Foundation Stage and KS1 we use a systematic synthetic phonics programme called 'Little Wandle' (See Phonics On A Page) which is supported by a comprehensive scheme of reading books provided by Collins Big Cat Letters & Sounds. All children have daily phonics or spelling sessions where they participate in speaking, listening, spelling and reading activities that are matched to current needs.



Access to appropriate books

We recognise the importance of reading at home to practise and embed reading skills. In Foundation and KS1, banded titles are closely matched to children's phonic abilities and are used for home reading to ensure children experience a wide breadth of reading genres. In KS2, Big Cat e-books are accessed by those still requiring the scheme. For others, books in the library are banded by age-appropriateness and text difficulty and children freely choose these books. Teachers monitor choices to ensure texts are appropriate for reading abilities and appropriately challenging.

Daily reading practice

In Foundation & KS1, all children read aloud daily during phonics or group/whole class reading and throughout other subjects. In addition, the lowest 20% read at least once more a week with teachers, TAs and reading volunteers. Where phonics is a primary focus in Foundation and KS1, in KS2 the focus is primarily on comprehension, as the expectation is that children will read with an appropriate level of fluency by the end of Year 2. Children in KS2, read during daily whole class reading and opportunities are made to read in other subjects. Those who are less fluent are heard read daily, and the reading speed and fluency of all children across the key stage is also checked each term. KS2 teachers use Reading for Pleasure time to listen to readers 1:1, with a particular focus on the lowest 20%. (Change)

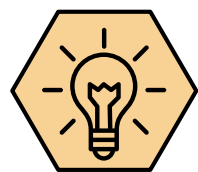


Home readers

Home reading is carefully tracked using home reading diaries. Parents record in the children's diaries, noting the book and page numbers read. This is checked by class teachers daily to ensure children are reading daily. In KS2, children independently record their reads and teachers monitor frequency & book choices



Implementation (continued)



READING FOR PRACTICE

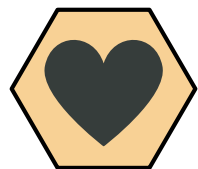
Learning to read

Clearly structured lessons

In addition to high quality phonics, Year 1 children engage in guided reading sessions with the focus of developing fluency, comprehension & phonic skills. In Years 2-6 we deliver daily whole class reading sessions based on comprehension. These lessons are structured to ensure the key skills we have identified as a school are taught regularly. The key skills we develop in reading lessons are decoding (used primarily when reading for practice), and aspects of the KS1 & KS2 reading content domains. These are shared with the children as Reading Vipers. In reading lessons, children read a range of texts, including visual tests. These are our key project drivers for reading.



Project drivers



READING FOR PRACTICE

Learning to read

Access to quality books

Across the school, children are offered high-quality books. Our classrooms from N-Y2 all have reading corners where the children are able to access a range of books at their current reading level, as well as being exposed to other high quality texts including the classes treasure books. In KS2, the children chose books from the school library and these are monitored by the class teachers.



Impact - How will we know we have achieved our aims?



By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure.



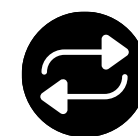
As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments, and essential skills allow children to transition confidently.



Children read for meaning and for pleasure; staff enthusiastically share texts and show themselves as readers; and parents/ visitors actively support us.



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



Children read in other subject areas and as a result their skills are enhanced & understanding of the world increased.



A high number of children achieve the expected standard or higher, and through target intervention, those who find reading challenging are helped to catch up.



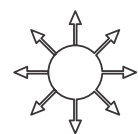
Book talk

We recognise that reading is more than practice and written comprehension, and that children should be given opportunities to discuss a texts verbally. This is done through discussion in Foundation and KS1 and Book Talk sessions in KS2 (based on Jane Considine's Book Talk). In these lessons, children discuss texts read by focusing on different aspects of the Reading Rainbow - FANTASTICS (senses), STYLISTICS (understanding) & ANALYTICS (deeper meaning).



Strong vocabulary development

High quality texts and passages are chosen in reading lessons, appropriate to the expectations of year groups or abilities of children. Vocabulary is explored and developed, with teachers providing opportunities to explore definitions of new words and make links between these words and known words. In KS2 Book Talk lessons, children develop their use of tier 2 language, which enhances their understanding of texts across the curriculum.



Reading across the curriculum

Reading is at the heart of everything we do and teachers consistently provide opportunities to read in different subject areas to further the children's understanding of topics as well as to develop their emotional literacy (e.g. in PSHE).



Time for free reading

We recognise that to develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. In Foundation & KS1 children make use of book corners to select books for pleasure, as well as this children take home a reading for pleasure text each week to share with their parents. In KS2, children are given time to select books from the library. All classes have specific treasure books assigned to their classes that they continually share with the children across the year. These books are selected to reflect the diversity of the modern world, emotions and real life events.



Essential story time

All classes have specific treasure books assigned to their classes that they continually share with the children across the year. These books are selected to reflect the diversity of the modern world, emotions and real life events.