

READING at Yarm Primary

At Yarm Primary, our intent is to provide children with a broad and balanced curriculum, which builds on their needs and prepares them for the future. We use a project-based approach to provide an engaging and purposeful context for learning where pupils are encouraged to apply the skills and knowledge in a range of subjects. We place emphasis on mastering key skills to provide a solid foundation for lifelong learning.

As stated in the National Curriculum, pupils should be taught:

- to read easily, fluently and with good understanding
- to develop the habit of reading widely and often, for both pleasure and information
- to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- to appreciate our rich and varied literary heritage

To implement our offer at Yarm Primary, children are supported in developing their skills initially through a highly-structured phonics approach that begins in nursery and follows through to the end of Key Stage 1. We follow the Little Wandle Letters and Sounds teaching programme. Please see 'Early Reading and Phonics' to find out how we teach reading and phonics in EYFS and Key Stage 1.

Our phonics approach is supported by the use of a reading scheme in EYFS and Key Stage 1 where phonological awareness and word recognition is used and applied to begin to build a strong foundation for spoken language. Reading is then developed in phases leading to whole-class learning sequences in Key Stage 2. We draw on the use of the CLPE 'Reading Scales' to inform our planning and targeting to support the accurate identification of the needs of all pupils and to plan future steps.

Children across school access timetabled reading sessions. The use of the CLPE 'Power of Reading' scheme as a vehicle for our topics encourages children to engage with a range of high-quality texts, often titles which are beyond their initial reach. The structure of reading sessions make learning and the role of the adult explicit. There is a strong focus on understanding sophisticated and rich words and phrases which helps to make texts more accessible and broadens children's vocabulary knowledge, in turn allowing greater access to the rest of the primary curriculum. Vocabulary-rich classroom environments are a typical feature across school.

Central to our reading offer at Yarm Primary is our intent to celebrate a love of reading. To implement this, an engaging class reader is identified in each class and regularly shared with the children - this supports the focus on our

CLPE 'Power of Reading' approach to our curriculum and allows teachers to share high-quality and favourite texts with the class so that children identify that they too have a love of reading themselves. Pupils are also supported to make appropriate yet aspirational book choices and to talk about their books in a range of arenas. The use of a reading record across most of the school provides children with the opportunity to capture these informed book choices. DEAR time (Drop Everything and Read) further supports our reading for pleasure agenda, is well-embedded across school and is spoken about positively by children. Engaging reading areas are visible in classrooms and shared spaces, and children are encouraged to interact with these on a regular basis – for example, by leaving and reading book reviews and by taking on the role of class librarian.

Pupil voice reflects children's love of reading throughout school:

"I love reading because books can take you to another world and can take your mind off worries."

"DEAR Time is my favourite time of the day... I like exploring new books."

"I love reading because I can learn new words and new facts."

"Reading makes my imagination grow."

Within Key Stage 1, children access a curriculum which develops comprehension strategies alongside building continuing word fluency. Guided reading typically allows children time to work in a small group with their teacher focussing on a book or text at their reading level. The teacher supports children's knowledge and understanding of what they have read during this time and models fluency, expression and comprehension skills as well as a wider love of reading. Children also recall the plot of stories and learn how to infer characters' emotions from text and pictures as well as developing their questioning and prediction skills.

In Key Stage 2, the focus is on whole class sessions, where – alongside the class reader - texts are chosen to support topic themes, current affairs and to promote a shared love of poetry. Our intent is that the children are able to make excellent progress with their fluency and comprehension through the explicit teaching of higher-level reading skills such as inference and summarising and exposure to a wide variety of question types and quality texts. We have identified that stamina has historically presented obstacles to reading at a higher level and this is addressed through the structure of lesson sequences so that there is an emphasis on securing retrieval skills in progressively more complex and longer texts.

Classes across school visit our main library on a regular basis so that children can access a wider range of texts within an enriching reading environment.

This is implemented by ensuring that class sessions are timetabled with planned-for activities to complement the reading work done in class. Pupil voice has also shown that our children enjoy being able to visit the local library in Yarm high street and visiting Waterstones book store; these are typically planned for as part of World Book Day along with interactive author visits. Participation in national literary events such as National Poetry Day also serve to further raise the profile of reading alongside competitions such as Stockton Children's Book of the Year which affords children in upper Key Stage 2 the opportunity to engage with a diverse range of texts from contemporary authors.

The impact of our reading offer at Yarm Primary School is that children see themselves as confident, capable and curious readers who have a lifelong love of reading and who are able to access a range of increasingly complex and varied texts across the primary curriculum. Children become fluent readers – using decoding strategies where appropriate – who can read for meaning, drawing upon their strong vocabulary knowledge and understanding of the topic context to support their reading journey. They understand that being a reader opens doors to success and enrichment in everyday life, including in a diverse range of rewarding future careers.

