

TICKHILL ESTFELD PRIMARY SCHOOL

The Intent, Implementation and Impact of our Reading Curriculum

Intent

At Estfeld, reading is at the heart of learning and is valued and promoted throughout our school community. We expect that every child will become the best possible reader.

We aim to inspire our pupils to read for pleasure and develop a lifelong love of reading.

As teachers, we understand how to help our pupils acquire the skills and strategies needed to read words and to read with understanding.

Implementation

In Reception, the development of early language skills is essential. Spoken language is the foundation for reading and writing skills. Stories, songs and rhymes are shared throughout the day; books are everywhere! We use an engaging, interactive, multi-sensory programme called 'Floppy's Phonics' to deliver stimulating and rigorous phonic lessons every day. The children are taught each phoneme with actions to help them remember it. They are encouraged to practise these at home

Our core reading scheme, The Oxford Reading Tree, is introduced through the characters Kipper, Biff, Chip and Floppy and the funny, familiar stories of family life. The children begin to recognise some helpful 'non-phonetic' words and build a vocabulary of whole words they can recognise on sight. Parents are invited to an informal meeting at school to hear about learning to read, and how they can support their child's reading at home. We know that children make the best progress when reading is a partnership between parents and school.

In Key Stage One (Class 1 and 2) we follow a Phonics Pathway to ensure the teaching of phonics is systematic and effective within a rich reading curriculum. The pathway is based on the 'Floppy's Phonics' synthetic phonics scheme. In Class 1, the character of Floppy the dog is used to engage learners in focused phonic activities with supporting high quality enrichment activities planned to promote rapid progress. Same day intervention is delivered to pupils who are not confident and additional intervention is provided for pupils with gaps in their phonic knowledge and understanding. In Class 2, the emphasis in phonics moves to investigating patterns and rules to support spelling. Good teaching and good learning behaviour will help most children progress well but we monitor progress carefully, and extra phonics intervention through small group work is offered whenever there is need.

All pupils have an individual reading book, shared regularly with their teachers or other adults in school. Books are matched to pupils' reading abilities through the stages of the reading scheme, with a variety of fiction, non-fiction and poetry offered. Reading at home is actively encouraged, monitored and valued. A home/school reading record book aids communication about progress, targets and challenges. If any children do not have opportunities to practise their reading skills at home, or could just do with a little extra encouragement, they are partnered with a volunteer from Year 6 and invited to weekly 'Book Buddies' sessions. Teachers additionally use guided reading groups to focus on specific skills and strategies. In every class high quality, engaging texts are used to stimulate learning across the curriculum and are usually linked to class topics. We have an 'Estfeld Book Spine' to track picture books, novels and poetry through school.

Comprehension skills are specifically taught in Key Stage One through the Totally Pawsome Gang – Rex Retriever, Predicting Pip, Vocabulary Victor, Sequencing Suki and Inference Iggy.

The home/school reading record book has suggestions to help parents talk to children about their reading, with question stems that we use in school. All pupils have access to the school library for an additional book to take home and share. Initiatives such as our 'Reading Raffle' and the 'Jubilee Reading Challenge' keep reading at home at the top of the agenda.

As pupils move into Key Stage 2, less confident readers continue to be monitored. Phonics interventions are delivered to groups of pupils in Year 3 and in one-one sessions with pupils in Year 4, 5 and 6, if necessary. If more information about a child's reading is needed, PM Benchmarking is available to identify areas of weakness and suggest next steps.

Pupils continue to have an individual reading book. They read to themselves, to their teachers and teaching assistants, to adults helping in school and to parents at home. Gradually they leave the reading scheme and choose books from the class library, the school library or from home.

Research shows that children who read independently, encounter more words and generally have a better vocabulary and improved linguistic skills in the form of more confident use of grammar and better spelling, as well as being more effective communicators. For this reason, pupils are given dedicated time to read to themselves.

Skills continue to be taught and developed through shared class reading and group work. Information to support parents reading with their child at home is available in the home/school record book and on our school website.

Comprehension skills develop through pupils' experience of high-quality discussion with their teacher and peers around real-life experiences, images, film and, vitally, a wide range of stories, poems, non-fiction and other published materials.

VIPERS is used to teach and boost comprehension skills across Key Stage 2 by focusing on the key areas of Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. These provide a common reference point when teaching, and talking about, reading.

Impact

Our reading surveys (January 2020, January 2022) show that our pupils are enthusiastic readers and we encourage this through special events including author and illustrator visits, the Extreme Reading Challenge, Reading Breakfast, Big Bedtime Story, World Book Day, Roald Dahl Day and Harry Potter Night! Paired Reading and our 'Book Buddy' programme also provides the opportunity for our older readers to pass on their skills and enthusiasm to younger partners.

Response to our reading survey question, "Do you like to read?" 100% YES!

"It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations – something that will help them make sense of their own lives and encourage them to reach out towards people whose lives are quite different from their own."
Katherine Patterson (Children's author).

Providing pupils with regular opportunities to show that their fluency and mastery are incrementally improving enables us to check that they **are** learning what has been taught and that our teaching is having an impact on every child's reading progress, confidence and attitude.