

Preston Primary School

Curriculum Design for Reading



English Intent

At Preston Primary School our English curriculum is focussed on developing a love of reading, writing and discussion. Quality children's literature is at the heart of all learning and we teach, for pleasure and for information, through a rich and varied selection of texts. We create a culture across the school where children learn skills to enable them to write clearly and accurately for a purpose, adapting their language and context for a range of contexts. They make choices over their writing, considering the impact of the reader. Children are immersed in vocabulary and ambitious discussion across the curriculum in order that they may use language to communicate with clarity, precision and creativity.

Reading Intent

At Preston, we aim to create a community of readers with the skills to become independent and reflective readers, thinkers and learners, both at school and for life. We aim to inspire children with a lifelong love of books and reading, because we understand the central importance of reading to children's wellbeing and academic success. We are determined that by the end of their education at Preston, children can read fluently, and with confidence, in any subject in their forthcoming secondary education.

Through our curriculum, we instil children with a love of reading, share with them an enthusiasm for children's literature by introducing them to a range of high-quality books including from a variety of cultures, and in a range of different styles. We recognise the importance of developing children's confidence, enjoyment and fluency when reading for different purposes.

We have adopted a coherent, rigorous and sequential approach to reading; children journey through Preston acquiring essential knowledge and skills which progressively develop their reading ability and passion. Time and care have been taken in selecting challenging and purposeful reading materials which are carefully planned and taught to the whole class each day.

Implementation

EYFS

At Preston School we believe that a love of books and reading should be nurtured and developed from the stage at which children transition to our school community. . It is essential that all children are given an equal chance to develop a love of reading and we endeavour to dispel any disparity there may be between those children who have already experienced books and a vocabulary rich environment and those who have not. Beginning our reading journey as soon as possible is vital for future success. Reading is at the core of our curriculum and has been developed in many ways:

- In the summer holidays before the children start school, teachers use Seesaw to record themselves reading a variety of stories. In doing so, the children become familiar with the adults in the setting and we can promote our love of reading right from the start.
- All new parents are provided with information about how to successfully promote a love of reading at home with guidance on how to read stories and make them part of their daily routine.
- A variety of books are read to the children every-day. Careful consideration is made in the choice of books so children can engage and connect emotionally.
- We use a core of traditional stories for the children to become familiar with by returning to and repeating them; thus developing rich story language, story structure, character development and setting familiarisation.
- We provide an attractive reading area to entice children to explore books independently. There is a range of rich and diverse books, poetry books and traditional stories.
- All children visit the school library weekly and independently choose a book to take home and share. A photo of the book is uploaded to Seesaw and children can record themselves talking about their favourite part of the book or their favourite character. We emphasise to children and parents that their library book has been chosen independently around their own interests so it supports reading for pleasure.
- Reading activities are threaded throughout the continuous provision to ensure the children are provided with numerous different opportunities to read or be engaged in activities linked to reading or language development. Our choosing board also enables us to guide children to targeted activities.
- There is a focus on oracy in which talk is valued and children feel confident to express themselves and have a voice. Adults have daily conversations encouraging back and forth talk and modelling vocabulary across all areas of learning.
- We create a language rich environment that is purposefully planned to extend a child's knowledge and thinking with a focus on opportunities for repetition.
- Read Write Inc is introduced immediately upon arrival in Foundation Stage, ensuring the children begin their reading journey as soon as possible. Direct and focussed phonics is taught everyday
- Oral blending/rhyming activities are taught immediately on entrance and threaded throughout the day to enable the children to blend for reading more quickly.
- There are swift assessments of individual progress within the first 6 weeks of beginning school. In RWInc children are arranged and into small homogenous groups to suit their level of need.
- Parental involvement is vital to the children's reading development therefore we provide regular information to inform parents how they can support reading at home. We also identify harder to reach families and offer bespoke reading support and advice.
- We use NELI (Nuffield Early Language Intervention) to improve the oral language skills for some of our children who have relatively poor spoken language. The programme is taught through small groups or 1:1 over a 20 week period (see appendix 1 for impact).

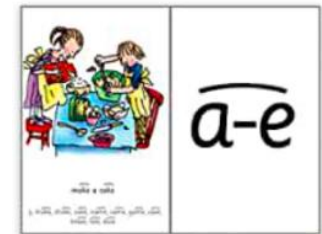
A few examples of reading provision within our EYFS setting ...



Phonics

There is extensive research and evidence that indicates the ‘...explicit and systematic teaching of the manipulation of phonemes....and phonemic awareness.... is crucial and should be continued until children can automatically process this information. There is evidence that the systematic synthetic approach is particularly effective.’ (OFSTED New Inspection Framework – Overview of research) This is why in 2013 we implemented and have continued to use Read Write Inc, a systematic synthetic phonics programme. It also develops all the components of reading instruction as well as decoding skills at the early stages, including fluency, vocabulary development and comprehension. Below is how we teach high quality phonics:

- Direct and focussed phonics is taught everyday using Read Write Inc. Children will be taught at the level of their phonological knowledge regardless of age.
- Sessions run for 45 minutes a day in small groups where children are taught to recognise sounds, read decodable green words, red tricky words and alien words. They then practise spelling these words and writing them down. Children are taught to apply their phonics skills and improve fluency through the RWInc story books used during these sessions.
- Children take home reading books that match their phonic knowledge therefore they can read them with success and confidence. There are also activities and questions for children to complete in the front and back of the books.
- There are regular, rigorous and on-going assessments every half term up-dating individual and group needs.
- Children who make the slowest progress are identified for responsive intervention in the form of 1:1 coaching which is reviewed and updated half termly.
- We carry out ‘mock’ phonics screening to ensure that children who are in danger of not passing the phonics screening are identified and interventions are put in place. Mock Assessments take place at the end of the autumn and spring term.
- There is a phonics lead who conducts regular ‘drop ins’ to daily lessons. This enables the more experienced practitioner to ‘jump in’ and model best practice providing instant on the spot training. The phonics lead is able to offer incremental coaching to individuals and regular staff training to ensure staff confidence and competence.
- Parental involvement is highly valued and expected therefore we provide parent meetings to aid them to understand our phonics approach and to help them to use RWInc reading books/activities. There are home learning activities linked to the weekly focus sounds.
- Children new to the school will be assessed and put into the appropriate RWInc group by the end of their first week.
- New staff are introduced to the RWInc online training and are given a buddy in the form of an experienced teacher of phonics.



Accelerated Reader

Accelerated Reader is the tool we use for all children who have completed RWInc. Four times a year, tests determine the child's reading range (zone of proximal development) and books are chosen to ensure they are reading at the appropriate level. As soon as they have finished their book, children complete an online quiz either at school or at home, which helps us determine their level of comprehension. Teachers will often conference with children based on the outcome of their quizzes. This allows us to track progress and encourage children to progress through the reading scheme at an appropriate pace. Each half term teachers will give children a personal target, generated by the programme, based on their reading age. Children need to read enough books and pass enough quizzes to pass their points target. Once they have reached their target certificates will be awarded in our half termly reading assembly. Children can also join our 'Millionaire Club' when they have read over a million words and will be awarded with a special certificate and small prize. At Preston, we feel it is important to get our children hooked into reading where they are encouraged to read more.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible or Pupil Premium funding and those with SEND

We use phonic based resources to support our children with limited literacy skills and they work because they are non-threatening, and pupils can go at their own pace. Our targeted intervention is tailored around pupil's specific starting points. Learning is bite-size, multi-sensory and repetitive and the resources we use instil children's confidence and raises self-esteem. Below are some of the reading resources we use:



TRUGs

We use TRUGS (teaching reading using games), a systematic, synthetic reading resource to make learning to read fun and engaging from year three upwards. Playing decodable card games with their peers or an adult, children learn to read whole words by laughing and having fun. The progress of phonic patterns is taught through 15 phonic reading stages. Children are assessed half termly and read a decodable story that contains the specific targeted words from the stage children are working on, to ensure that text is at the appropriate level for the children to apply and practise the previous knowledge and skills they have learnt, together with the words from previous stages so building on previous knowledge and skills. Adults will discuss the meaning of words as we know vocabulary supports reading. (see appendix 2 to show impact)

Sound Linkage

We use the sound linkage programme for children whose phonological awareness is currently not developed from year 3 upwards. The SENCO and AHT have researched the importance of teaching phonological awareness as a key component to early reading: *“Phonological awareness is a prerequisite of phonics. If phonological awareness is not developed, phonic instruction will be ineffective – without an awareness first and foremost of the sounds of the language, the children will have difficulty with the symbols that represent those sounds”..... Ní Mhurchú (1998, p.29)* We complete an assessment of phonological awareness skills for children who are struggling orally and aurally blending or segmenting separate sounds in a word. Children complete the sound linkage programme 1:1 with an adult and phonological awareness is re-assessed at the end of the programme to show progress.



Dyslexikit

Dyslexikit is a complete phonics-based system of literacy for children who do not acquire the skills of reading, reading comprehension, spelling and handwriting in the same way or at the same rate as other children. Reading, reading comprehension, spelling and handwriting are taught together, and each element supports the others by moving along at the same time, therefore tackling under-achievement in key areas. Children work through the activities in dyslexikit in small groups or 1:1 with an adult. The programme works as children create their own memory tags in the form of phoneme cards so they have more success memorising and visualising phonemes.

Nessy

Nessy is an online programme supporting children with reading and spelling. It is a highly structured, sequential and systematic phonics-based programme which is beneficial for pupils with dyslexia and auditory processing difficulties. The programme is individually tailored to each child and consists of a series of fun and multisensory games, which the children progress through. Children across Key Stage 2 play Nessy at school and at home.

Reading Recovery

In addition to phonics, we deliver a reading recovery approach with a teaching assistant three or four times a week. The programme improves children's reading fluency and comprehension, helps to develop good reading behaviours such as looking, tracking, listening and predicting as well as develops children's self-confidence in reading, forming a positive image of themselves as readers. The ownership of reading moves swiftly from adult modelling to pupils reading independently. The approach works because children are exposed to texts at three levels; texts the children can read fluently, texts that are instructional and are used to improve pupil's comprehension, and audio texts that can be accessed using Myon and Amazon Kindle books.

Teaching Whole Class Reading

In KS2 we use Babcock's re-think reading plans to help us offer a reading curriculum that ensures all children are able to succeed and build their knowledge and skills a step at a time. Our reading curriculum sets out the knowledge and skills for the children to learn in each unit and ensures full coverage of the National Curriculum objectives. Using Babcock's high-quality age-appropriate texts and reading plans, we have created a spine of reading teaching post RWInc which includes fiction, non-fiction and poetry. Each week, our reading lessons start by developing the children's fluency and vocabulary. In terms of fluency, speed reads and timed challenges are used as strategies such as 'echo reading' to develop pace, expression and accuracy. Next a particular reading skill is explored; prediction, inference, summarising, clarifying and children are taught how to use the text to search for clues and use evidence to justify their answers. Our week in reading, rounds off by focussing on comprehension where children learn how to skim and scan, to retrieve information quickly and efficiently. Our children have an opportunity to explore and improve in the following areas and by using some of the following strategies:

Vocabulary – we believe that a wide knowledge base and vocabulary support reading and vice versa. Therefore, we ensure our texts cover a breath of knowledge and teach vocabulary explicitly within the context of the text. Specific vocabulary for our class novel or text is chosen every week and the children are taught what the word means as well as synonyms, etymology and morphology. We collect words and use a multi-sensory approach to aid retention of the meaning and revisit vocab to aid long term memory. To ensure we broaden the children's vocabulary we use the Three Tiers of Vocabulary Development by Beck, McKeown and Kucan. This ensures that teachers are choosing words carefully focussing on tiers 2 and 3. Key vocabulary and technical terms form part of our subject knowledge organisers so children can develop knowledge and understanding of a long or short enquiry.

Comprehension – each week children are taught specific comprehension explicitly, such as, predicting, summarising, questioning, clarifying inference and prior knowledge and retrieval. The 'Thinking-aloud' approach is used to explicitly demonstrate the thought process of a reader as we firmly believe children need to be taught how to 'think as a reader'. We endeavour to inject excitement in our reading lessons and will use video clips, drama, pictures and storyboards to promote engagement.

Book talk – in every session there are plenty of opportunities to engage in 'Book Talk'. This is where we explore the book in detail through simple talking and asking questions. We ask children for their first impressions, and we use this to help the children infer and deduce. We use STEM sentences so children can structure their answers and develop a depth of understanding. Children are doing most of the talking as the teacher promotes volley-ball style questions.

Echo Reading – this is a re-reading strategy designed to help children develop expressive, fluent reading. In echo reading, the teacher reads a short segment of text, sometimes a sentence or short paragraph, and the children echo it back.

Reading for Pleasure

Research shows that children who enjoy reading achieve more highly across the curriculum. Developing a love of books and reading is at the heart of everything we do. These are some implementations to enhance and promote reading for pleasure:

- We ensure there is an attractive area in each classroom for children to sit or choose a book.
- In all reading areas there is a VIP basket of books which includes a range of high-quality age-appropriate texts from Pie Corbett's reading spines including his poetry and rich and diverse reading spines. It is important for our children to be offered a range of books, including poetry.
- In every class, adults will read books during story time exposing children to a greater quality of vocabulary and to wider children's experiences of different reading genres.
- As a school we recognise getting the balance right between the different skills and processes involved in reading is key to develop successful readers. We therefore build time to discuss with children their reading habits and how they may use self-regulatory strategies to check their understanding. SLT conduct pupil interviews to look at affective processes and behaviours of reading termly.
- Our library is in central use for every child in the school. It is an attractive and large room with quality displays to entice and encourage children to use. We have a qualified librarian who over-see the running of the library, ensuring it is always fully functioning and purposeful. Each class visits the library at least once a week.
- At Preston we provide opportunities to enrich children's reading experiences and interest through half termly themes. See the table below:

| | |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn Term | Drop Everything and Read – times across the term where members of our whole school community drop everything and read to a class. From the caretaker to office staff, to teaching assistants, to our SENDCO, AHT and Headteacher. |
| Spring 1 | Children's Choice – this is where children get the chance to 'take over.' A new child will be chosen to talk about their book of their choice. |
| Spring 2 | World Book Day – a wealth of activities is planned to help encourage and celebrate reading for pleasure. |
| Summer 1 | Book Buddies – this is where two classes become buddies and have a chance to read to one another each week. |
| Summer 2 | Poetry performance – classes will perform a poem to another unit or in assembly. |

Expectations in Early Reading

Below is the minimum number of sounds known expected by the end of a given term as suggested by RWInc, the phonic programme we use.

| Reception | | | |
|-----------------------------|--------------------------------------|------------------------------------------------------------------------------------------|------------------------------|
| Autumn 1 | Spring 1 | Summer 1 | Summer 2 |
| 25 (single sounds) | 31 (including Set 1 Special Friends) | 35 (including 4 double consonants ff, ll, ss, ck. These are taught during Word Time 1.7) | 41 (including first 6 Set 2) |
| Year 1 | | | |
| Autumn 1 | Spring 1 | Summer 1 | |
| 47 (including last 6 Set 2) | 57 (including first 10 Set 3) | 64 (including last 7 Set 3) | |

Year 2 and above

Continue to use assessments with children

We record our half termly assessments onto this sound assessment tracker then we can see which children are on track to make the expected progress.

| Reception - End of Autumn 1 | | | | | | | | | | | | | | | | | | | | | | | | | Reception - End of Spring 1 | | | | | | Summer 1 | | | | Reception - End of Summer 2 | | | | | |
|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----------------------------|----|----|----|----|----|---------------------|----|----|----|-----------------------------|----|-----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 |
| Set 1 | | | | | | | | | | | | | | | | | | | | | | | | | Set 1 | | | | | | Additional digraphs | | | | Set 2 | | | | | |
| m | a | s | d | t | i | n | p | g | o | c | k | u | b | f | e | l | h | r | j | v | y | w | z | x | sh | th | ch | qu | ng | nk | ll | ss | ff | ck | ay | ee | igh | ow | oo | oo |

| Y1 - End of Autumn 1 | | | | | | Y1 - End of Spring 1 | | | | | | | | | | | Y1 - End of Summer 1 | | | | | | | |
|----------------------|----|-----|----|----|----|----------------------|----|-----|-----|-----|-----|----|-----|----|----|----|----------------------|----|----|-----|-----|---------|--|--|
| 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | | |
| Set 2 | | | | | | Set 3 | | | | | | | | | | | Set 3 | | | | | | | |
| ar | or | air | ir | ou | oy | ea | oi | a-e | i-e | o-e | u-e | aw | are | ur | er | ow | ai | oa | ew | ire | ear | ur e | | |

Expectations for Reading Aloud

Across the school we have mapped out an age appropriate high quality reading spine that includes fiction, non-fiction and poetry to read aloud to children termly. Many of these books have been taken from Pie Corbett's reading spines. We have set out the progression of reading aloud below:

| | FS | Y1 | Y2 | Y3/4 | Y5/6 |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------|
| Reading aloud to children | | | | | |
| Intent | Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading | Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading texts Making connections within a book | Introducing children to a wider range of authors and contexts e.g. historical and cultural | Exposing children to challenging and archaic texts, e.g., language, themes, | |

Children who have completed RWInc, start whole class reading using the rethink reading plans and texts from Babcock. Across the school we have mapped out the reading skills from the national curriculum for each text to ensure coverage and progression.

End Points in Reading

At Preston we have identified clear "end-points" for reading, establishing what our pupils need to know and be able to do at the end of KS1, end of year 4 and then the end of KS2. We use the National Curriculum statutory requirements to inform our assessments. See below:

| Term | End of KS1 | End of Lower KS2 | End of Upper KS2 |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Word Reading | <p>Children will:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. |
| Comprehension | <p>Pupils will be taught to:</p> | <p>Develop positive attitudes to reading and understanding of what they read, by:</p> | <p>Maintain positive attitudes to reading and understanding of what they read by:</p> |

| | | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher | <ul style="list-style-type: none"> • listening to and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, improve intonation, tone and volume • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for | <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discuss themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | <p>themselves, taking turns and listening to what others say</p> | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Assessing Reading

- At Preston, our reading assessment is informative and purposeful. As well as using the end points at the end of KS1, year 4 and the end of KS2, teachers use the Babcock reading assessment sheets for each year group to check if children are working at age-related expectations. Teachers will assess the children informally in reading lessons and make notes of those children who need extra support or responsive intervention. This ensures that children are targeted with support quickly and effectively.
- Inevitably, fluent readers will learn more because they can read and gain knowledge independently; we assist children with this by conducting termly fluency assessments using a multi-dimensional rubric. The outcomes of these assessments are used to help us identify and plan for children whose fluency is below the expected standard for their age.
- At the end of Year 1 children take part in the government phonic screening assessment. Those children who do not pass the screening are monitored closely and will receive personalised 1:1 RWInc support in addition to their daily phonic sessions.
- Four times a year, children who use accelerated reader, will complete a STAR reading test to provide a reading range. We track children's ranges over the year and monitor children's progress. Progress is shared with parents regularly.
- PIRA (progress in reading ability) tests are used to assess children's reading in years 1, 3, 4 and 5 twice a year. Outcomes are then used to identify children's gaps and for teachers to prioritise planning. PIRA is used at the end of the summer term to support end of year teacher assessments.
- At the end of Year 2 and 6, Key Stage 1 and 2 government assessments are completed for reading.

Staff Development

All staff have received extensive professional development and have, as a result, developed a deeper understanding of the pedagogy associated with early reading and the importance of phonics. Joint Practise Development across our Academy Trust as well as dedicated staff development time at Preston has allowed us to refine and improve our approach to the reading curriculum. The school is part of Somerset Literacy Network and the reading lead attends termly subject meetings. Our induction of new staff ensures they understand the school's approach to reading by the end of the Autumn Term. The RWI lead has worked with the Ilsham English Hub regularly throughout 2020-2021 as a partner school in their Literacy support programme. This is to ensure that Foundation Stage and Year 1 pupils in partner schools, and in particular the lowest 20% pupils, meet the Key Performance Indicators for reading and language development. The aim of the programme is to ensure all pupils make speedy progress in phonics and reading, to develop pupils' understanding and use of spoken language and to develop pupils' love of reading.

Impact

By the time children leave Preston Primary School, our aim is for all children to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Throughout the teaching of Phonics, we are able to measure attainment using the Key Stage One and Key Stage Two national assessments, along with the information provided by the Phonics Screening check for Year One. However, we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children.