

Curriculum Leadership – Subject Vision

Subject / Curriculum Area: Reading

Vision

At Dovers Green we aim to foster a lifelong love of reading. We hope to develop a variety of reading skills so our children will develop into confident and fluent readers, who read for pleasure and meaning, and are able to express their preferences and opinions. We want children to use these skills in everyday life, but to also access other areas of the curriculum when in school. We hope to develop children's language and vocabulary through reading, which in turn will inspire their imagination and improve their verbal and written communication.

What does this subject area offer the Dovers children?

At Dovers we offer children the chance to become accurate, fluent and confident readers so they can access all other areas of learning. Primarily this is done through the teaching of systematic and rigorous phonics lessons using the Read Write Inc phonics programme. Children are taught key sounds and how to blend these to read words and are given plenty of opportunities to apply their learning by reading books specifically matched to their phonic ability. Children in our school are exposed to a variety of rich, high quality texts on a daily basis, taking into consideration challenge and progression in each year group. We ensure reading is part of every school day through exciting shared and guided reading lessons, one to one reading sessions and a daily story time.

How does this subject enhance the curriculum?

A lot of other learning relies on children having an ability to read. Success in other curriculum areas can be achieved more independently if children are able to read instructions for themselves and a wider variety of activities can be completed. Our learning environment encourages children to use their reading skills and if they can read they can use the classroom to their advantage. Giving children exposure to high quality vocabulary through carefully chosen texts encourages them to use this in their writing and enables them to express their thoughts more deeply, whatever subject they are learning.

What use is it to children later in life?

Reading is an essential life skill and all future learning relies on children being able to read. It is a vital form of communication, both in the workplace and at 'home'.

What are the main skills and knowledge (overarching objectives) to be focused on?

Children need to be able to:

- Use their phonic knowledge to decode words
- Read with fluency and pace
- Monitor their own reading by reading for meaning, structure and taking note of visual cues
- Notice punctuation
- Use expression to interest the listener
- Retell a story
- Answer questions about the book (comprehension)
- Take enjoyment from reading and acquire new knowledge
- Quickly recognise high frequency words in context
- Increase their vocabulary

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Intent

At Dovers we believe that reading is fundamental to lifelong learning and work alongside parents so that all children can reach their potential. We encourage children to develop a love of reading and to read for pleasure and offer them a range of texts to read. We teach children not only to decode accurately but also to understand what they reading and develop their vocabulary.

All children in EYFS and year 1 access daily phonics lesson following the Read Write Inc phonics programme. In year 2 those children whose assessment shows they still need phonics are given additional phonics lessons. These lessons teach phonics in a systematic and rigorous way ensuring that children are given opportunities to learn and build upon their phonetical knowledge and skills. There is plenty of opportunity to revisit prior learning too. Regular phonics assessment means that children are taught in streamed groups which match their phonics ability and these groups are flexible and fluid to reflect the progress children make. Those children in year 1 who have completed the RWI programme are offered additional guided reads instead and in year 2 they move onto the RWI spelling programme when assessment shows they are ready.

We also encourage reading for pleasure across the school by a dedicated daily 15 minute story time and this time is used to read a wide range of different texts. There is a suggested reading list for each year group with recommended titles across a range of genres but there is plenty of opportunity as well for reading other books following their children's interests.

There is a yearly book week which celebrates stories and reading for pleasure. All outside areas have a reading area and all classes have book corners. Books are often shared in assemblies. Twice a year parents are invited in to school where they have opportunities to read with their children. Children in EYFS and Badgers are taken to the library weekly and children in KS1 have library lunch where they can change their books. Parents can also change library books at the end of the day.

In all areas of the reading curriculum we take into account the children's differing ability and needs. Children are frequently benchmarked and assessed in phonics. Comments are also recorded in the reading folder and reading diary so that both parents and teachers are aware of what children are working on and their next steps. This enables teachers and TAs to know exactly what each child needs to work on during their individual read. Shared and guided reading are differentiated to support the less able and challenge the high attainers.

EYFS:

In the EYFS children are initially heard to read twice a week once by the teacher and once by the TA. In the spring and summer term one of these reads is replaced by a guided read. Both teachers and TAs hear individual readers and run guided reading sessions, taking it in turns each week. Objectives are taken from the EYFS framework to work on during guided reading.

KS1:

In KS1 children are heard to read once a week by either the teacher or the TA and they are heard by both over a fortnight. On the third week, Ladybird/ Butterfly words are tested. Either shared reading or guided reading is taught each week. Objectives are taken from Target Tracker to work on.

Badgers:

Children are heard to read once a week by either a teacher or TA. This is on rotation so they are heard to read by both members of staff. Ladybird and Butterfly words are tested once a week alongside each read.

How does it cater for PP/SEND and higher attainers?

The school offers the following interventions for PP, SEND or lower attaining children:

- All year groups- precision teaching, daily reads, additional phonics
- Year 1- The Early Literacy Support Intervention (ELS)

- KS1- The Better Reading Partnership (BRP)

We understand that our PP children may not have the same access to a variety of texts at home and also may not also get as much exposure to verbal stories as we would like. To cater for this our PP children have an extra weekly story time, where language rich texts are shared and discussed. The school also provides these children extra books to borrow or at times keep. PP children also have priority access to our 'Reading Dog' Boomer, which they love! When assessing children's progress in reading we look at our PP and SEN children individually and as a group to ensure they are making the expected progress and actions are discussed with SLT at progress meetings to support them if needed. They are always considered for reading interventions, such as BRP and precision teaching if we notice they are falling behind with their reading. If a child has special educational needs in the area of reading, this will be accounted for in their Individual Support Plan and they will be heard read daily. We are aware that not every child responds well to learning reading through phonics so we carefully consider the support provided for each individual. All children in school are assessed regularly in their phonics and reading to ensure they are sufficiently challenged as well as guided reading and shared reading lessons being carefully differentiated. More able readers are grouped together for guided reading sessions where they can access more difficult texts and work on higher level reading skills. RWI assessment ensures children who have a secure phonic knowledge move on to a spelling programme to continue their development. Reading mats (with differentiated objectives) and regular assessment ensure that higher level readers are being taught comprehension skills appropriate to their ability in individual reads.

Implementation

The national curriculum and EYFS framework is followed for reading as shown by the reading overviews which outline which statements should be taught when to ensure progression. Reading is taught discretely through the week in phonics, shared/ guided reading and individual reads. To support staff with teaching reading during individual reads reading mats have been created which relate to PM levels. These provide staff with focus objectives for each colour band. A question stem mat has also been created to provide staff with a range of questions to develop comprehension skills in all 5 areas (prediction, retrieval, inference, vocabulary and sequencing). There are a range of reading schemes followed in school and children are given a mix of these to support all reading skills. All children are given a RWI book which matches their phonics ability and the PM benchmarking scheme ensures that the other book that is given to children is also matched to their ability. Shared and guided reading are also carefully differentiated to offer the correct support to all children so they can access the learning.

All teachers are observed teaching reading during the year and planning is looked at termly by the English leads. Data is analysed at the end of each term and children who are not making progress are flagged and discussed as to how they can best be supported. Reading is discussed with the children to gain their opinions on reading lessons and books are monitored.

Gap analysis and the reading overviews are used to plan the statements being taught each term. A variety of texts are used to teach shared and guided reading and these are decided based upon the statement being taught. There is a list of titles to be taught across the year in these lessons to ensure a range of texts and genres are taught but there is also plenty of time to read books related to topics and children's interests.

To ensure that staff is teaching reading to a high standard training of guided reading and phonics is offered. There are also opportunities to observe others hear individual readers to share good practise and time at staff meetings to share new ideas and set expectations. Staff are expected to feedback about any courses that they have attended at staff meeting.

English network meetings are attended by the English leads and the MAT have established an English subject leader group to support each other. SESTA Leading lights have also been attended when they are relevant to reading.