

# Reading Subject Statement

## Intent

First and foremost, we aim to develop with children a love of learning and vocabulary to inspire and aid them to access a wide variety of opportunities. Teaching phonics consistently across EYFS and Key Stage 1 enables us to maintain high expectations and ensures children progress at a level appropriate to them, giving them a solid foundation of reading. By developing our youngest children's sentence structure and then moving on to focus on genres when teaching writing children can continually develop their literacy skills and the opportunities to apply these for different purposes.

Throughout Key Stage 1 and 2 we have a pre-determined Reading Spine, this is a list of texts that children will access during whole class reading sessions. They have been selected to broaden children's access to a range of classic and modern texts written by a variety of authors including diverse cultures, settings and themes. It is our intent that by including these within whole class reading sessions ensures that no matter what a child's level of decoding or fluency is, they will still be able to access and discuss these diverse titles.

Within our reading curriculum we ensure we give children access to a variety of high-quality texts enabling them not only to develop their reading skills, but access a range of cultures, countries and global issues. This also allows children to access our broad curriculum and develop their knowledge in all other areas.

Providing a reading curriculum in this way embeds the importance of reading within children, enabling them to become independent individuals who can discover for themselves in future lives and become philosophical and confident citizens.

## Implementation

Before children start their journey with us in Early Years Foundation Stage (EYFS) we share the importance of reading by gifting a book. On joining Edenham they will then begin the reading journey, this starts before formal phonics sessions begin with children being taught the importance of taking pleasure in reading, how to listen and respond and how to access texts around the classroom. Within the EYFS provision books are readily available to support activities as well as being able to select for pure enjoyment.

We follow **Read Write Inc (RWI)** to teach phonics starting in EYFS and moving on to KS1. All staff in school are trained to deliver R.W.I so interventions can be led by all staff to any child in any year group. Children in KS1 are set for phonics so they can receive targeted teaching depending on their stage, if children within EYFS are ready they will also be included within the KS1 groups for phonics to ensure they make good personal progress.

As children's fluency and decoding improves and they come to the end of the RWI scheme, they will begin to undertake targeted guided reading sessions. Although this is the case all children in KS1 also access reading skills lessons where they focus on a single skill and the application of this. The Reading Spine is used here to support the selection of texts ensure children are all given a broad diet regardless of their reading ability. These texts are also supplemented with others to allow adults to follow children's interests and current curriculum foci.

In KS2 guided reading is delivered as a whole class, the sessions follow a given sequence: pre-reading task, group reading, post-reading, Delivering guided reading this way enables all children to access our ambitious reading spine made up of a variety of quality texts no matter what their reading ability. Books within this reading spine are linked to the relevant question for the given half-term, this allows children to build connections across their learning, so they understand the importance of reading.

Across the school guided reading follows a set structure (pre-reading, \*group-reading, post-reading and application), where an individual key skill is focussed on each session. Using the diverse and cultural books, which are offered, particular skills we focus on through KS1 and KS2 are: **Vocabulary**, **Inference**, **Predicting**, **Explanation**, **Retrieval**, **Summarising/Sequencing**, plus **Decoding** and **Fluency**. Focussing on these skills links closely to our vision of being prepared for the future and developing a love of learning as it allows children to be able to access texts and provide thoughtful, educated responses to questions posed. This approach also enables children to gain a better holistic understanding of what it means to be a reader. In turn equipping children to discover a love of reading both in and out of school. A range of tasks and activities are given to allow children to apply and develop these skills across the curriculum including speaking and listening, drama, creative as well as written responses.

Reading for pleasure is also heavily promoted throughout school with children being gifted the opportunity to partake in this outside of designated guided reading sessions. Although separate, the 2 forms of reading complement one another and go towards providing children with a well rounded reading curriculum. This promotes the love of reading and the love of sharing stories and discussing a story with parents and carers at home children across the school compete in a reading challenge. This is an exciting challenge that enables the children to gain stamps for reading to an adult at home. The children have the opportunity to earn prizes for doing so across the year.

On alternate weeks tasks are set on Reading Eggs and Reading Eggspress, these tasks are set around a book from the virtual library, where possible linked to a theme being covered within the class.

## Impact

The approach to the teaching of reading we have will result in engaging, enjoyable and high- quality reading education. As a result, offering children such diverse books, we aim to instil a rich vocabulary, which children can confidently use in the future to articulate their views and opinions.

Assessments are an ongoing process throughout each reading session, in which teachers check children's understanding of the text being studied. This is through discussions as well as written work and application sessions. At the end of the session, teachers group children in relation to the success they have experienced, identify misconceptions and opportunities to challenge. This then provides the teachers with the evidence they need to plan consequential lessons and to provide feedback. Children's level of fluency is also assessed each half term enable adults to target any support a child may need to be given.

At the end of Year 6, children will undergo SATs which informs us of their attainment level at the end of their time at Edenham. Children that move through out reading curriculum become able to identify individual skills needed in various situations, apply these skills and have knowledge of a range of authors and text types, this enables them to move confidently onto a secondary reading education. At various points throughout the school year, children from Year 2 to Year 6 will complete a given reading paper, alongside all other children within the Lincoln Anglican Academy Trust. This allows teachers to identify any weaknesses in order to help with future planning.

Readers at Edenham will be able to:

- Decode texts fluently
- Have a good understanding of the context in which they are reading
- Have a broadened vocabulary
- Explain author's choices of vocabulary
- Gain a love of reading

\*group reading could be delivered in the form of: choral reading, partner reading, teacher read aloud, echo reading, shared reading