

Reading Intent

At Giles Brook School reading is at the heart of all our learning and we view reading as an entitlement for all and know that reading is the key to academic success. By centering reading at the core of our curriculum we are instilling in all children an understanding that reading is a transferable skill that will benefit them in all subjects and later on in life. We ensure that the children read both in and out of reading lessons for a range of different purposes.

We aim to:

- Foster a love of reading by listening to, interacting and reading with a variety of narratives, non fiction and poetry texts incorporating cultural capital and diversity.
- Provide children with the necessary life-long skills they need in reading to ensure that they can read confidently, fluently and with secure understanding.
- Build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents and incorporating visits to our school and other libraries and local bookshops.
- Provide plenty of opportunities for reading for pleasure throughout the school day and week.
- Ensure reading is a transferable skill and that all children are reading across the wider curriculum.
- Maintain a consistent approach to teaching reading in order to close any gaps and to ensure the highest number of children leave Giles Brook School reading at the expected standard fluently, with confidence and passion, in any subject by establishing an environment where reading for pleasure is at the forefront and for pupils to be able to access and acquire knowledge across the curriculum using their comprehension skills. This will enable pupils to move readily into their next steps in their education journey.

Our reading curriculum ensures that children have the opportunities for reading for practice, reading for meaning and reading for pleasure.

Reading for Practise - Learning to Read

A Systematic Approach

In Foundation and KS1 we use a systematic synthetic phonics programme Essential Letters and Sounds which is supported by a comprehensive scheme of decodable reading books. All children have daily phonics or spelling sessions where they participate in speaking, listening, reading, writing and spelling activities that are matched to their phonics needs.



Daily Reading Practise

In Foundation and KS1, all children read aloud daily during phonics or whole class reading and throughout other subjects. In addition those pupils requiring further support with phonics and reading receive 1:1 support with teachers and teaching assistants throughout the week.

For pupils in Year 2 (those who have passed the Phonics Screening Check in Year 1) and KS2 the focus for reading is comprehension. These pupils read aloud during whole class reading and opportunities are made to read in other subjects. Those pupils whose reading is less fluent are heard read 1:1 by a teacher or

teaching assistant throughout the week. KS2 teachers use Reading for Pleasure time to listen to 1:1 readers with a particular focus on those pupils who are developing their fluency skills.

Support to Catch Up

Teachers draw upon their continuous observation and assessment to ensure all pupils are challenged as well as to identify who may need additional support. Children requiring phonics interventions are carefully planned for by assessing their individual gaps using Essential Letters and Sounds to support. In KS2 Rising Stars On Track Reading Comprehension is used with small groups of pupils to further develop their reading skills.

Access to Appropriate Books

In Foundation and KS1 fully decodable books are matched to the pupils' phonics learning in school. Pupils take home fully decodable books each week, linked to the phonics learning that has taken place that week as well as practice of previously taught phonemes and graphemes. They also bring home a book from the school library to further develop their love of reading at home.

In KS2 reading books are colour banded by age appropriateness and text difficulty. Children are then able to choose their own books closely monitored by teachers to ensure that the texts are appropriate for individual reading abilities and appropriately challenging. Pupils in KS2 also bring home a book from the school library to further develop a love of reading for pleasure.

Reading for Meaning - Reading to Learn

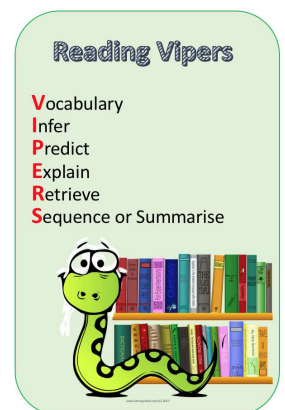
Comprehension

We recognise that systematic, high quality phonics teaching is essential, but additional skills and reading opportunities are also required for children to become accomplished readers. In Year 1 the children take part in whole class reading sessions with the focus of developing comprehension. In Years 2 to 6 whole class reading lessons are taught based on comprehension and vocabulary development.

Clearly Structured Lessons

Reading is explicitly taught through whole class reading lessons in Years 2 to 6 and are structured to allow children to develop as competent readers who can discuss and record their level of understanding of the texts that they read. From Year 2 onwards, reading lessons are primarily centred around the KS1 and KS2 reading content domains and these are shared with the children as VIPERS - Vocabulary, Inference, Predicting, Explaining, Retrieving, Sequencing/Summarising.

High quality texts and passages are chosen in reading lessons appropriate to the expectations of year groups and the abilities of children including fiction, non fiction and poetry texts linked to cultural capital and diversity. Vocabulary is explored and developed in depth with teachers providing opportunities to explore definitions of new words and make links between these words and known words. We recognise that reading is more than practise and written comprehension and ensure that children are given ample opportunities to discuss texts verbally.



Reading for Pleasure - Reading for Enjoyment

At Giles Brook School teachers provide opportunities to read in different subjects areas either to further their understanding of topics or to develop their emotional literacy. We recognise that to develop a lifelong love of reading that reading for pleasure should be encouraged, modelled and celebrated across the school. All classrooms make good use of book areas where teachers have carefully selected a range of genres and

text types. Books are displayed in an inviting manner encouraging pupils to make new choices. Children make recommendations to each other and often share their favourite books with one another. Teachers read to children in all classes and story time is a key part of the day. Class teachers select a wide range of texts appropriate to the age of pupils and ensure they include fiction, non fiction and poetry texts linked to cultural capital and diversity throughout the academic year. Each year World Book Day is highly celebrated within school. There are a variety of fun and engaging activities for pupils to enjoy throughout the week promoting a love of reading.

How will we know we have achieved our aims?

- By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure.
- We believe that reading is key to all learning and the impact of our curriculum goes beyond the results of statutory assessments and allows our children to transition confidently.
- Children read for meaning and for pleasure, staff enthusiastically share texts and show themselves as readers supported by parents.
- Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest and beyond.
- Children read in other subject areas and as a result their skills are enhanced and their understanding of the world around them increases.
- A huge number of children achieve the expected standard or higher in reading and through targeted intervention those who find reading a challenge are supported to catch up.