



English - Reading

Vision (intent)

At Sonning, reading is at the very heart of our curriculum. Reading plays an integral part, not only in academic attainment but in well-being and awareness of the wider world. We aim to support children to become able readers by allowing them opportunities to develop the skills and understanding in three key areas:

- children's enjoyment, confidence and motivation to read;
- the development of reading skills such as decoding, blending, intonation, expression and comprehension;
- children's reading behaviours – the opportunity to read widely including texts which will allow them to develop an appreciation of our literary heritage and an understanding of the wider world.

Children are given opportunities to read across the curriculum and for enjoyment and are also taught explicit reading skills. They are also given the opportunity to discuss what they have read both informally and through more structure, formal presentations.

Curriculum (implementation)

There are several methods through which all children in the school are taught to read and to enjoy reading:

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| • Whole class teaching | • Class Novels |
| • Guided Reading | • Visits to the Library |
| • Whole Class Texts | • Reading focus shared with home in reading records/planners |
| • Individual reading for pleasure | • Classes read to daily |
| • Individual comprehension practice | • Events to celebrate reading |

Each Key Stage is vital in a child's reading development and therefore, provision is adapted to meet the needs of the children therein.

Whole School

- All classes are taught how to read during whole class reading sessions using high quality whole class texts through 6 key reading skills (see below), explicitly modelled by teacher.
- The weekly reading focus is then followed up in guided reading – groups are bespoke to need. This allows the teacher to assess individuals. The reading focus for the week is also shared with parents/carers in the child's reading record/learning organiser.
- Individual pre-reading and post-reading tasks, including written comprehension practice reinforces key reading skills.

EYFS and KS1

- Daily Phonics Sessions (based on Letters and Sounds delivered using Read, Write Inc Methods and resources)
- Phonetically decodable books changed 1 x weekly
- 2 scheme books changed x 2 weekly
- Phonics interventions

In addition, in EYS there is wider provision:

- Theme-based reading area including key words and phonic readers
- Key words and sounds in outdoor environment

KS2

- Paired Reading (as advocated by Education Endowment Foundation)
- Comprehension Box related activities
- Regular interventions for those requiring support and most able including pre-reading
- Children requiring specific support or challenge may be heard read individually in KS2.

Curriculum structure

In a typical week, children experience 1 or 2 whole class teaching sessions, 1 guided reading session and 1 opportunity to practise comprehension skills independently. Discrete Phonics is taught daily in EYFS and KS1. Children are heard read individually 2 weekly in EYFS and 1 weekly in KS1.

Lesson delivery (Pedagogy)

Read – Write - Inc is the main scheme through which we teach children to decode, blend and segment words. Tricky words are also taught using flashcards, building children's sight vocab.

In Whole Class Reading and Guided Reading, explicit comprehension skills are taught:

Activating Prior Learning Summarising Clarifying Questioning Predicting Inferring

Children are encouraged to be aware of these skills and actively and consciously engaging these strategies, particularly when they realise their understanding is less secure.

At Sonning, teachers follow best practice to encourage children to read for pleasure as well as a means to garner information. They do this in a number of ways:

- Taking responsibility for and plan to develop children's RfP alongside and as complementary to reading instruction
- Effectively use their wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading
- Let children sometimes control their own reading choices and exercise their rights as readers
- Make time and space for children to explore texts in greater depth, share favourites and talk spontaneously about their reading
- Build reciprocal and interactive communities of readers.

Curriculum enhancement

A number of events are conducted, some annually, to maintain the profile of reading in school:

Book fairs Workshops such as Shakespeare workshops Book swaps
Book at Bedtime

Outcomes (Impact-How do we measure and evaluate)

- Children's competencies and attitudes are assessed during individual and in guided reading.
- Reading assessment against year groups objectives is recorded on Target Tracker.
- Half-termly and termly reading comprehension tests in Year 1 – Year 6 allow teachers to assess their understanding and identify areas for further development via question level analysis.
- Reading records and Learning Organisers allow parents to communicate to school about how well their child has read at home. Teachers share the reading focus for each week with parents and may also comment on the child's attainment and progress. These reading foci link to the skills being taught in class.
- Other reading assessments, such as a record of the child's scores on Comprehension Box activities in KS2 may be kept to track progress.
- Targets for the child's reading are shared with parents at the Spring Parent's Evening, on the Mid-term report and in the Annual report to Parents.
- The Subject leader regularly monitors the standards in reading in a number of ways:
 - Termly data analysis including analysis of standards on Target Tracker
 - Children's work
 - Reading records
 - Pupil Voice
 - Teacher planning
 - Lesson observations and learning walks

Partnerships

Partnerships with parents are vital. Annual phonics and comprehension sessions are held to support parents hear their children read. All support materials, including recommended reading lists and suggested reading record comments are shared on the website. Work with Trust and other schools to share best practice occurs regularly throughout the year including moderation activities.