

Reading

Introduction

At Broughton Fields Primary School we believe wholeheartedly that it is the right of every child to learn to read well. We understand the power that reading has on children accessing not just the rest of the curriculum but on their understanding of the world as a whole. Above all, we aspire for our children to become enthusiastic, independent and reflective readers. In short, we wish for our children to leave Broughton as readers for life.

Aims

Curriculum aims:

- To ensure our children have sound phonic awareness and use a phonics first approach to reading by implementing diligent, concentrated and systematic teaching of phonics so that it is central to children's success in learning to read.
- To deliver a structured and progressive whole school approach to the teaching of reading.
- To create a reading culture by providing experiences of high quality texts within lessons.
- To identify accurate levels of attainment in reading for each child.
- To promote an ethos of achievement by setting high expectations and challenging targets.
- To remain up to date with current research, educational thinking and practice.
- To instill children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognize the value of reading as a life skill.
- To encourage children to become enthusiastic and reflective readers by introducing them to high quality texts, from a variety of cultures and in a range of styles and formats.
- To develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- To develop children's confidence, fluency and independence when reading for different purposes.
- To develop children's abilities to reflect on and have an interest in what they have read and the choices made in the text by the author.
- To use drama and role-play to strengthen understanding.

Teaching and Learning

Phonics is taught in a highly structured programme of daily lessons across EYFS, it is taught from 20 to 30 minutes a day depending on the point in year. These lessons are taught in mixed ability groups but change part way through the year into differentiated groups according to children's phonic awareness and development to allow for accelerated progress.

In KS1 this moves to whole class phonic lessons, daily for half an hour based around a sound. Throughout these lessons there are discussions designed to improve comprehension alongside decoding fluency. By Easter, this 30 minutes changes to 15 minute sessions as phonics becomes more secure to ensure that children are receiving reading instruction. Children who have not reached a satisfactory level of progress in phonics from EYFS receive intervention at this early stage to accelerate progress.

Reading is taught in Guided Reading sessions from year 2 upwards 3 times a week, each session lasting half an hour. Throughout these lessons there will be a clear focus on the high quality modelling of both reading fluency and comprehension. We choose texts that are a

challenging read and teachers carefully instruct and impart knowledge to allow children to access these. In each lesson the initial focus is on fluency - we understand that fluency is the key to reading and comprehension cannot be comfortably gained until fluency is achieved.

When teaching fluency, teachers will model reading using a 'performance read' voice, modelling the expression, pace and tone that should be used when reading, this is across both fiction and non-fiction texts. When all the elements of fluent reading work together, the child has the greatest chance of being able to understand what they read, to learn from reading and to learn about how to read. All of these elements can be modelled, discussed and taught. Teachers will then use a variety of fluency teaching approaches to ensure that students are learning to read at pace, these include:

- Echo reading
- Choral reading
- Partner read
- Individual reading
- Timed reading
- Modelled read: expert voices

Comprehension is then linked closely to the text that the children have just read, we focus on explicit vocabulary, inference, prediction, explanation, summarising and sequencing within lessons with daily retrieval linked to skim and scan techniques. We understand that the most significant barrier to comprehension of text is a pupil's understanding of language. Once word recognition has been mastered a child's understanding of the written word is roughly the same as their understanding of what they hear. For this reason, teachers strive to impart key vocabulary, knowledge and background information before the lesson begins.

Every text that a child meets in Guided Reading, or indeed their class text fits into one of four threads that we deem important. These four strands are described below:

Classic Texts – The vocabulary, usage, syntax and context for cultural references of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read Shakespeare and Austen at G.C.S.E.

Non-linear time sequence – In the best books, and the most challenging, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and starts. The only way to master these is to be carefully introduced to these and then read this structure time and time again.

Complexity of the narrator – Books are sometimes narrated by an unreliable narrator, other books have multiple narrators, others have non-human narrators or indeed, multiple narrators intertwined with unrelated plot lines! These are far harder than conventional texts and need to be experienced to gain understanding.

Figurative/symbolic – Students have to assemble meaning around nuances, hints, uncertainties and clues.

Once a week there is an extended lesson where children focus on reading for pleasure, this is a lesson where they read their library book, or a book from home and indulge in their own reading choices. After half an hour children then partake in Book Talk with their peers, discussing their likes and dislikes and making recommendations and requests of their partners, it is key at this point that adults within the class are reading their own books and are seen as models of reading for enjoyment. During this time, teachers work with the lowest

20% of the class to focus on decoding and fluency strategies alongside language and knowledge development in an intensive intervention style lesson.

Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary allowing them to make acceptable progress.

We also have protected time in the timetable where children are read to, this occurs daily and each year group has a carefully chosen text that fits in one of four threads that we hold critical to reading development.

Planning

We plan Guided Reading in three week blocks around a theme, the first focusing on fiction, the second on non-fiction and the third looking at poetry and songs. The aim of this being that children are continually exposed to a wide range of texts and authors, enabling them to create links and establish reading identities.

The themes of Guided Reading are planned in the same way to maintain consistency and ensure that there is coverage of skills. We use a VIPERS approach to questioning, this allows us to focus on the key skills needed for comprehension once decoding is fully established. Throughout each block there will be stand-alone lessons focusing on vocabulary, inference, prediction, explanation and summarising/sequencing. Retrieval is taught every day.

Phonics Assessment

Children's progress is formally reviewed every half term to allow for movement within ability groups and to ensure that children's needs are being met although children can be moved within this timescale if deemed necessary to support their needs.

The National Phonics Screening Check (PSC) is performed in Year 1, the purpose being to confirm that all children have learned to decode to an age appropriate level. The children who did not meet this standard will enter again in Year 2 after receiving additional support and intervention.