

# Reading

<b>Intent:</b>	<p><b>What we expect children to learn at Acklam Whin</b></p> <p>At Acklam Whin, reading is of paramount importance as we recognise that proficient reading skills are necessary to allow children to access the breath of the curriculum; improve their communication and language skills; and write well-structured, engaging compositions. It helps children learn to make sense not only of the world around them but also people, building social-emotional skills and, of course, imagination.</p> <p>We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop knowledge of themselves and the world in which they live; establish an appreciation and life-long love of reading; gain knowledge across the curriculum; and develop their comprehension skills. We strive to ensure that all pupils, regardless of background, are able to read age-appropriate texts fluently, confidently and with good understanding and that they are able to apply secure comprehension skills from across all the content domains. Our children will then be prepared to fully access their secondary education and have the tools to be independent, life-long learners.</p>
<b>Implementation</b>	<p><b>How we realise our intent in terms of a working framework</b></p> <ul style="list-style-type: none"> <li>• In Nursery, children enjoy listening games and practise oral segmenting and blending in preparation for the formal teaching of letter symbols and sound correspondence in Reception. They develop their language comprehension through adults' interactions with them about the world and the books they read; they enjoy rhymes, poems and songs together. These strategies continue into the children's Reception year and beyond.</li> <li>• From Reception to Year 2, the effective, systematic teaching of phonics has high priority and thus is taught daily through the Sounds-Write programme to all pupils in these year groups.</li> <li>• The Sounds-Write programme teaches pupils to understand the way the alphabetic code works. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them through a very highly structured, multi-sensory, incremental and code oriented, instructional approach to reading and spelling.</li> <li>• Phonics is delivered in a mixed-ability, whole-class format by Sounds-Write trained staff. This supports the application of skills across other subjects and a 'keep up' rather than 'catch up' approach to the teaching of phonics.</li> <li>• Timely intervention is planned for those children who are working below expected standards as soon as needs are identified. Children in Year 2, who did not pass the Phonics Screen Check in Year 1, receive intervention from a Sounds-Write trained adult to ensure their phonic knowledge and skills from the Year 1 extended code is firmly embedded by the end of Year 2.</li> <li>• Children apply their knowledge of spelling patterns to their reading of fully-decodable Sounds-Write books. These are supplemented by books from Dandelion Readers, which fully align with the Sounds-Write programme. These books are for beginner readers aimed at children aged 4-7 in which parallel sets of books are used to introduce the sounds of the alphabet, adjacent consonants and consonant digraphs, and vowel digraphs.</li> <li>• Once children are reading the decodable books up to unit 26 confidently, typically at the beginning of Year 2, they progress to reading books from Oxford Reading Tree (ORT) and continue to do so until they leave in Year 6. All children read regularly to an adult in school to ensure the level at which they read accurately matches their ability, securing progression and challenge for all.</li> <li>• Oxford Reading Buddy is also used to assess children's comprehension across the full range of content domains. Data generated from this programme is used regularly by</li> </ul>

	<p>both class teachers and the English Lead to identify specific areas of need for individual children, linked to the reading content domains.</p> <ul style="list-style-type: none"> <li>• Each year group has a reading spine of high-quality literature that has been carefully selected by teachers and leaders to secure a love for reading, an appreciation of literary techniques and exposure to a wide variety of narrative (including modern fiction, classic fiction and diversity books). Children read these texts with their teachers daily, analysing them in more depth during reading lessons when appropriate.</li> <li>• All children from Year 1 to Year 6 take part in 2 hours of reading lessons per week, to teach pupils a variety of comprehension skills. All teachers use VIPERS when introducing pupils to a range of genres and teaching a range of techniques which enable children to comprehend the meaning of what they read. More complex questions are evaluated and teachers model how to refine answers to a high standard.</li> <li>• The school's progression for reading was designed in collaboration with Middlesbrough English Hub. This document is used in Years 1-6 to ensure children are adequately challenged and that learning is built upon in incremental steps year on year.</li> <li>• The school library is well utilised and provides children with an abundance of 'reading for pleasure' books to enjoy at home to develop their love for reading and vocabulary. A wide range of diversity books are available for the children. Each class visits the library once a week to select a new text and engage in book talk with an adult and their peers. A love for reading is further promoted through author visits, celebrations such as World Book Day, displays around school, reading cafes etc.</li> <li>• Year groups have their own collection of topic-themed books, and it is intended that greater amounts of quality stock will be purchased to further enhance and broaden pupils' reading experience.</li> </ul>
<b>Impact</b>	<p><b>Impact: the effect of teaching English for our children and how we measure their learning in English at Acklam Whin.</b></p> <p>A range of strategies are used to assess the children's reading and the impact of the curriculum. Effective formative assessment is employed on a daily basis throughout school by adults; summative assessment data is gathered via statutory tests and NFER reading tests. Teachers refer to such assessments to inform planning on a daily basis and to support their professional judgements when determining whether a child is working within, below, at risk, at age-related expectations or significantly above. Reading data is entered into Sonar Tracker at three specific assessment points throughout the year using Point in Time Assessments (PITA).</p> <p>Throughout school we expect the following:</p> <ul style="list-style-type: none"> <li>• The percentage of pupils working at age-related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.</li> <li>• The gaps in the progress of different groups of pupils will be minimal (e.g. disadvantaged vs non-disadvantaged).</li> <li>• All pupils make good progress from their starting points across school.</li> </ul> <p>As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the results of statutory or in-school assessments and can also be measured by our children's ability to read fluently and confidently, and access a range of texts for pleasure and enjoyment, as well as using their reading skills to unlock learning in all areas of the curriculum. We aim for pupils to relate their reading experiences to their own personal development, empathising with characters and making links to their own behaviours.</p> <p>The impact of the reading curriculum is further evaluated by senior leaders through:</p> <ul style="list-style-type: none"> <li>• Phonics and reading learning walks</li> <li>• Half-termly planning and assessment reviews</li> <li>• Discussions with children</li> <li>• Peer reviews</li> </ul>

