

School vision and values

Vision

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

Values

Our school values (kindness, respect, responsibility and aspiration) are an essential point of reference on all of our journeys. British values (democracy, rule of law, liberty and respect) play an equally important role.

How the whole school 'curriculum statement' intents will be threaded through Reading.

1. Underpinning everything is our work on attachment, and social and emotional learning which are integral to all that we do – *In delivering reading lessons we consider the texts that we will read and the skills the children will learn so that they can use these in the future. We work collaboratively to share our understanding of what we read and we are encouraged to share our thoughts about our work and the work of others. We are aspirational in all that we do and demonstrate our Core Value of being responsible when reading at home. We do this to embed our learning from the day as well as work towards achieving our reading certificates. (Bronze, Silver, Gold, Star, Headteacher, Governor)*
2. Early reading and language development across the school are core aspects woven through the curriculum – *in reading lessons we explore the vocabulary from the different texts and we look at it in context as well as what it means. This is the same for every subject where we explore new subject specific vocabulary and ensure that this is understood and correctly applied – these words are featured on our Wow Word walls and their meaning is clarified. During all of our collaborative work we share vocabulary with our peers across all abilities so that everyone has the opportunity to broaden their knowledge of the vocabulary.*
3. Teachers plan lessons that inspire and engage, and promote enquiry and imagination so that pupils at all abilities can achieve. We develop curiosity about the world beyond the bay. Progressive subject knowledge and skills are planned to take advantage of local opportunities such as the beach and local artists, as well as national events. We provide opportunities to contribute in the local and global community – *Through reading we explore a range of texts from different genres which also cover a range of topics. Every child is encouraged to ask questions about what they have read so that through these lessons they can develop their understanding of the world around them whilst deepening their knowledge of vocabulary as well as the skills needed to read confidently and fluently. Lessons are delivered which engage the children and are creative. They include texts the children will enjoy as well as learn from. Many children take part in local reading initiatives at the library and as a school we encourage visits from local authors and storytellers. Each year we hold a book fair and every class is able to visit and see which books are available; they then have the opportunity to buy the books after school. We take part in World Book Day and the children are encouraged to dress up in a costume of a character or create their character for example through the use of a potato or a cardboard tube. Through whole school Reading for Pleasure time, every child is able to share books with their peers.*

These may be books which they have brought in from home or books they have chosen from the class library. Staff enhance their class libraries so they are inviting, appealing and a comfortable place for the children to lose themselves in books. Every class has an opportunity to hear stories in the library on a regular basis.

- 4. We support our pupils to develop the skills they need in order to learn for themselves and to enjoy this learning – We use a range of texts to develop our knowledge and understanding. We plan and deliver lessons which are interesting for the children as well as lessons which are appropriate to their ability. We use RWI Phonics and Comprehension in EYFS and KS1 which ensures the skills of the National Curriculum are systematically and progressively covered in preparation for the children to move into KS2. Where needed, Fresh Start lessons will be used in KS2 to ensure every child is encouraged to progress and reach their own potential. Children are assessed regularly whether from RWI Phonics or Fresh Start assessments or as part of the tracking in Accelerated Reading (AR). Through tracking the reading using AR; the children will have recommendations for books which will broaden their knowledge and interest based on what they have recently read. During lessons, texts are used which the children will enjoy and are challenging but within their ability to read. We will share books with the children and endeavour to develop their love of reading and create a whole school reading for pleasure ethos amongst both the adults and the children. In KS2 lessons are planned using texts which the children can either relate to or those which have been proven to interest the children. For this reason when delivering reading lessons in KS2 the texts which are studied are usually taken from the Pie Corbett Book Spine List. This helps to ensure no books are covered in different year groups and ensures that by the time they leave primary school they will have a broad knowledge of a range of texts which they know and have studied in detail.*
- 5. We support our families and staff with their well-being – Staff are provided with all of the resources needed to deliver the lessons including planning which in turn will reduce their workload. As a school we have subscribed to the Ruth Miskin Portal and use this to send weekly sounds home for the children to embed their phonic learning. This will also help the parents to develop their understanding of what their children are learning at school.*

Definition of Reading

Reading is a cognitive process of decoding symbols to derive meaning from a text. We use the symbols to build words and use the words to create sentences. Through reading meaningful sentences, we are able to read so that we can gain and share information and ideas, whether for academic, personal, or professional purposes.

Intent in Reading

Throughout their time spent at St Margaret's Academy we aspire to provide children with the opportunities to develop skills in phonic knowledge, word building and reading for meaning. Reading is a skill that most of us take for granted, yet is one that is essential for being able to get on in life. As a child grows up, being able to read well not only enables them to discover new facts and to learn in school, but also opens them up to a world of new ideas, stories and opportunities. We focus on both comprehension skills in guided reading lessons as well as developing a love for reading through reading for pleasure sessions.

Headline rationale for Reading

Overview

Reading is an essential part of our learning at St Margaret's Academy. It proves to be the foundation for much of the learning throughout a child's school years and beyond. Using RWI lessons children develop their knowledge of the individual sounds as well as the digraphs and trigraphs and are able to use these effectively to decode unfamiliar words. The more these words are encountered the more they become embedded and easy for the children to recall. Using these words, the children will be able to read a range of texts which will build in complexity as their phonic knowledge also increases. As the children become more competent with their reading they will read books which can be assessed through Accelerated Reader. This will ensure they read books appropriate to their ability. Through completing the book quizzes as a school we will be able to see the impact of reading lessons where the children are taught the skills needed for answering questions about the text they have read. It will also enable us to track the individual progress children make.

Our aim is for every pupil to leave St Margaret's Academy with the knowledge and understanding of all of the phonic sounds as well as how to apply the phonics knowledge and the skills associated with learning to read. This will enable them to read to learn as well as read for pleasure.

The following descriptors are used to explain to children why we teach reading across the school

Why do we teach reading in:

Foundation Stage

To help you handle books carefully, hold books the correct way up. We want you to know that print carries meaning and to be familiar with a range of stories which have been read to you and which you can in turn retell. We want you to develop an understanding that we read from left to right and top to bottom. Through learning the different sounds, we want you to be able to hear and say the initial sound in words and begin to segment the sounds in simple words and blend them together. This will help you to begin to read words and simple sentences. We want you to enjoy a range of books because we know that your use of vocabulary will be developed through the range of books you experience.

Year 1/2

To help you to read books aloud that are consistent with your developing phonic knowledge. We want to give you time to reread these books so that you are able to build up your fluency and confidence in word reading and recognition. This will help you to be able to read common exception words and other words which have more than one syllable. Through reading a range of texts you will also be given the opportunity to encounter words with contractions. [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).

We will help you to find pleasure in reading so you can in turn increase your motivation to read and the ability to understand the text. You will be encouraged to discuss and express your views about a wide range of texts at a level beyond that which you can read independently. You will learn to discuss the sequence of events in books and begin to understand how some of the information might be related. Through reading the books from the Pie Corbett Reading Spines list, you will become increasingly familiar with and be able to retell a wider range of stories, fairy stories and traditional tales. To help you to understand the meaning of new words you will be encouraged to discuss and clarify the meanings of these words, linking new meanings to known vocabulary. This will ensure you make sense of the text.

Within lessons you will be taught to think about the text you read so you can explain and discuss your understanding of books, poems and other material, both those that you listen to and those that you read for yourself. From what you have read or listened to, you will be taught to make inferences based on what is being said or done, ask and answer questions as well as predict what you think might happen.

Year 3/4

To enable you to apply your growing knowledge of root words, prefixes and suffixes in the words you read aloud and to help you to understand the meaning of these words you encounter. Through reading a wider range of books you will become familiar and able to read further exception words, noting any differences and similarities between their spelling and sound, and where these occur in the word.

As teachers, we will support you so that you understand what you have independently read in books. You will be encouraged to discuss your understanding and explain the meaning of words in context so that you can check that the text makes sense to you. Through reading lessons, you will be taught to identify how language, structure, and presentation contribute to the meaning of text and be supported so that you can develop your understanding as well as draw inferences such as inferring characters' feelings, thoughts and motives from their actions. We will encourage you to search for evidence to support this and develop this skill so that when looking at non-fiction texts you are able to retrieve and record information you find.

As teachers, we will help you to develop positive attitudes to reading and ensure you read appropriate texts for your ability as well provide you with opportunities to listen to text which is beyond this. Throughout the year, you will be encouraged to build on the wide range of texts that you read or that we read to you (fiction, poetry, plays, non-fiction and reference books). We will teach you to explore unfamiliar words and phrases so that you can maintain your interest and imagination in the texts you read. Through reading lessons, you will be able to broaden the books you read or have read to you so that you are able to confidently retell a wide range of books including fairy stories, myths and legends. Through using Accelerated Reader we will ensure you always have access to books appropriate for your level of ability.

Year 5/6

In Year 5/6 you will continue to develop the previously taught skills and begin to apply your growing knowledge of root words, prefixes and suffixes.

We will encourage you to maintain a positive attitude to reading and an understanding of what you read so that you know that texts are structured in different ways and reading can be for a range of purposes. Myths, legends and traditional stories will continue to be read to you as well as reading modern fiction, fiction from our literary heritage, and books from other cultures and traditions. The Pie Corbett Reading Spines list will continue to be used by teachers so that you become familiar with an increasing number of texts. When reading, you will be encouraged and taught how to make comparisons within and across books and develop your understanding of the text so that you are able to make recommendations for books that you have read giving reasons for your choices. As part of lessons you will have the opportunity to read aloud and to perform poems and stories, this will help you to show your understanding of the text through intonation, tone and volume and ensure the meaning of the text is clear to an audience.

Within reading lessons, we will help you to develop your understanding of what you read checking that the book makes sense to you, discussing your understanding and exploring the meaning of words in context. When you are unsure we will ask you questions to help clarify your understanding so you are able to provide reasoned justifications for your thoughts and opinions. As part of a reading lesson you will continue to build on your ability to draw inferences such as inferring characters' feelings, thoughts and motives from their actions as well as provide evidence from the text to support this.

Best practice in teaching and learning

Teachers ensure that the National Curriculum 2014 is covered. Phonics lessons are delivered which are matched according to the half termly RWI assessments. In addition the children in Year 1 are assessed against the Ruth Miskin Tracker. This tracks how the children perform against 40 digraphs/trigraphs where the children need to recall the sound and read it within a pseudo word. Through professional dialogue with colleagues teachers are able to identify children in their phonics group who have progressed more quickly. In such cases, additional assessments are carried out so that the children can move to a different group and we can ensure their needs are again being met. Where children need additional support this is also targeted and given, separate to the phonics lessons. All of the grouping for phonics remains fluid so that all of the children can be taught and we can ensure their individual needs are met. All of the classrooms provide a reading rich environment where the children can access books as well as have the opportunity to access books from the library. Books in the classroom will be matched to their Accelerated Reader reading band as a class so there is something for everyone. Every classroom will also provide the children with access to books from the Pie Corbett Reading Spine Booklist.

Where children have not achieved the Year 1 Phonics Screening Check by the end of KS1, they will continue with daily phonics lessons as they move into KS2. They will also continue with these lessons if they have not completed the RWI scheme. Should a child need phonic support in Year 5 or Year 6 they will be part of the daily Fresh Start Scheme that is designed to achieve rapid progress so that every child knows their phonics and can use them as a tool to enable them to read before leaving primary school. When children in KS1 complete the RWI Phonics scheme they will move to the RWI Comprehension scheme to develop their comprehension skills in preparation for the optional end of KS1 SATS assessments as well as preparation for KS2. In KS2 reading lessons will be delivered 5 times a week. These will be based around the acronym VIPERS. (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/Summarise). As part of our reading for pleasure ethos, every child will be given time to read or will be read to on a daily basis. The books they read will be matched to their ability and the books they listen to will be from the Pie Corbett Book Spine List or carefully selected by class teachers.

There is no limit to what a child can achieve when provided with the tools and resources they need to reach their potential.

Assessment

Assessment in reading focuses on the essential skills needed for a child to confidently and fluently read and understand any age appropriate text which is presented to them. There are benchmarks for each year group to reach so that the children are on track to achieve their end of Key Stage expectation. Until a child knows all of their sounds they will remain on the RWI scheme (Phonics or Fresh Start). The children will be taught daily and assessed half termly as a minimum. The groups they work in will be fluid so that every child is able to reach their potential and children who move slowly from one group to the next can be identified and given targeted intervention. Every child accessing RWI Phonics will take a RWI book bag book home which they are encouraged to read 4 times.

When a child has completed the RWI phonic scheme, they will be able to choose books for themselves. These will be from the school library and recognised as an Accelerated Reader book. Following an initial star test, a reading band will be given to every child. They are then able to choose a book from this ability band. When children have read a book they need to complete a book quiz within 24 hours. This will help track the books

that they choose as well as how well they understand the text; it will also give further recommendations for the children based on the genre they chose.

As a follow on to the RWI Phonics scheme, in KS1 the children will continue with daily RWI Comprehension lessons alongside the Accelerated Reader reading tracker. Assessments for these children as well as for the children in KS2 will be ongoing as staff monitor their class data from Accelerated Reader. Where children still need phonic lessons in KS2, they will be part of either RWI phonics lessons or Fresh Start lessons.

Where a child is assessed as Working Towards or Working At ARE in Year 1, during the Summer Term they will complete an NFER Year 1 Reading Assessment. Throughout the Spring Term and in early Summer, they will have completed NFER Reading Assessments. In Years 2 and 6 the children will where appropriate be tracked through the use of past SATs papers so they are prepared for the end of Key Stage assessments. The children in Years 3, 4 and 5 will be assessed using NFER assessments. These assessments will be from the curriculum that their teacher has assessed them as working within. This will ensure that every child by the Summer Term has a standardised score which is used alongside the teacher assessments to conclude an accurate judgement.

The ongoing teacher assessments as well as the end of year assessments will support teachers in making their judgement. All assessments are determined through a holistic approach taking into consideration the application of skills throughout lessons as well as how the children complete any assessments. Pupil conferencing will also be part of the overall judgement and where needed, a child will be given a scribe to complete the more formal assessments so that all of the children will be assessed on their reading ability rather than their ability to record their answers.

Progression of skills

Please see the Reading skill progression documents for:

Link here: staff shared – curriculum leadership – Reading – progression map

Reading Curriculum Map

Please see Reading on the long term plan here (working document)

Staff Shared – Curriculum – Planning – Planning 2023-2024

https://drive.google.com/drive/folders/1daJPsHgamTsFO8mGt2DN-iWnyuNK4n2O?usp=drive_link

Planning

Please see long term planning here:

https://drive.google.com/drive/folders/1155f4GbBpHm0OHMwmk947yqexwmXYD1k?usp=drive_link

Please see medium term planning here:

https://drive.google.com/drive/folders/1xAxo8GYfi56B4NlcrXIHWMsuSDpU_ahc?usp=drive_link

Please see short term planning and resources here:

https://drive.google.com/drive/folders/1UbWVn8RqqpAevVxezfvYcmUQhRy8cUFF?usp=drive_link