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| **Ilsington C of E Primary School****English Reading Statement Reception to Year 6** |

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| Intent |
| Our aim at Ilsington is for children to develop a love for reading and become independent, fluent readers of a wide range of reading materials including fiction, non-fiction and poetry. Through the design of our curriculum we aim to create a reading culture where children: can access inspiring and challenging texts across a range of genres; read for pleasure; grow their imaginations; escape to new and wider worlds; cultivate reading preferences; share and recommend texts; recognise authors and styles; open doors, understand and apply; communicate, articulate, discuss and challenge; expand vocabulary banks; access learning across the curriculum; apply learning to written work and be ready for their next stage in learning and education. We celebrate reading whenever we can, including through whole school events such as World Book Day, World Poetry Day and topic/author days. To become an expert reader, children at our school will:• have a secure knowledge and understanding of phonics, including the ability to apply phonics to develop early reading• employ a range of other strategies to apply to their reading• be inspired to have a lifelong love of reading• read widely and for a range of purposes • be taught the comprehension and decoding skills required to achieve age related expectations • experience high-quality texts in a variety of text types as models for writing • develop and understand a high level of vocabulary from all tiers (Alex Quigley) through regular exposure and specific vocabulary teaching VocabularyChildren’s command of vocabulary is fundamental to their learning and progress across the whole curriculum. Teachers develop vocabulary actively, building systematically on children’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) so that pupils’ increase their store of words. Simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, children will expand the vocabulary choices that are available to them. It is particularly important to introduce children to technical vocabulary which defines each curriculum subject, such as accurate mathematical, historical or scientific language. |

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| **Implementation** |
| PhonicsPhonics is taught systematically from Reception to Year 2 using Letters and Sounds, supported by planning and resources from Phonics Play and Jolly Phonics. Phonics is taught daily, by year group. Phonically decodable reading texts linked to the sounds being taught are used for specific reading activities and Continuous Provision. Catch up phonics sessions are run daily including Precision Teaching of sounds and spellings personalised to specific children, as required. Classrooms are rich with displays of sounds and relevant vocabulary. Sound books with actions are sent home for practice at home along with word tins to practice whole word recognition of tricky and high frequency words. Workshops are held for parents to support their children in learning phonics, spellings and early reading.English sequencesInspiring texts are selected for English teaching sequences from the Babcock No Nonsense Literacy scheme and Texts that Teach; Hamilton flexible blocks and other relevant sequences that follow the principles of Talk for Writing. Children spend time familiarising themselves with these texts ensuring good comprehension through drama, roleplay, hot seating etc.Guided Reading (GR)Guided reading is the time where the teacher really gets to unpick and move learning on. Children work on specific targets using a shared text. GR is supported by ‘VIPERS’. GR is done in groups, as a class or individually, based on need and context. VIPERS Reading comprehension is taught as a discrete skill using questions based on Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. Reading Comprehension is supported by resources from Schofield and Simms. Reading for pleasureWe aim for children to read daily, encouraging and supporting them to select from a wide range of text types. Each class has a class reader – a story or text that is specifically chosen for the adult to read to the class at story time. Daily exposure to quality books is part of our reading ethos. Teaching staff bring books from home that they are reading, sharing extracts and poems to inspire children to follow their own passion for reading. Classrooms provide reading rich environments with free choice book areas and a good range of books to support topics. Children are encouraged to use the library and ‘Aunty Ally’s Reading House’ which is open at break times with older children running clubs there.Accelerated Reader (AR)All children in years 1-6 have an independent reading book at their level, with an individual ZPD (zone of proximal development) determined by half termly Star reading tests and quizzes. AR allows teachers to monitor and track children’s progress, also identifying target areas for intervention and support. Reading at homeReading at home is part of weekly home-learning expectations. Age-related books are selected based on reading ability. In Reception and KS1 books are changed up to twice weekly to ensure there are enough texts for daily reading at home. These are either phonically decodable books relating to the sounds taught/child’s reading ability or books from various reading schemes which are organised by book band. In KS2, books are changed as needed and pupils are encouraged to do so independently, as appropriate. Home/school books are used for communicating with parents and recording home reading. Children are encouraged to use the Living World Library for extra books to read at home which are changed every 2 weeks. Cross curricular links and I.T.Children are exposed to texts in all curriculum areas and skills are transferred between different subjects. IT is essential in using AR and laptops/iPads are also used to access other online reading resources. Reading resources and APPs are recommended for parents to use at home to support their children, like ‘Teachyourmonstertoread’.VocabularyWe use WEEE (word, explain, explore, exemplify) as a strategy to specifically learn vocabulary. This strategy helps to define, understand and contextualise new vocabulary, including through investigating language, its structure and origins. Classroom environments are rich in relevant, ambitious, vocabulary.  |

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| Impact  |
| Children talk positively about reading, discussing texts and making recommendations. Children will enjoy reading. Transitions between classes/year groups are smooth and progressive. By reading and being exposed to texts, children know more. They make links between texts and use their increasing vocabulary, grammatical understanding and ideas in their writing. Reading is taught progressively and children will cover National Curriculum objectives at an appropriate stage for individuals. Attainment is measured using the statutory tests in Year 1, Year 2 and Year 6. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention. |
| Assessment Evidence (To assess impact) |
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| **Reception** | **Y1** | **Y2** | **Y3-5** | **Y6** |
| EYFS baseline TapestryTeacher Assessment - Observations of reading behaviour and discussion with children Guided reading record sheets (BABCOCK)Home/school reading records Phonics assessments   | Phonics screening check AR assessments (quizzing and Star Reading – as appropriate) SIMs  in-house data and progress trackingTeacher Assessment - Observations of reading behaviour and discussion with childrenGuided reading record sheets (BABCOCK)Home/school reading records Phonics assessments   | SATS Year 2 Evidence gathering grids for moderation. (Babcock)AR assessments (quizzing and Star Reading)  SIMs  in-house data and progress trackingTeacher Assessment - Observations of reading behaviour and discussion with childrenGuided reading record sheets (BABCOCK)Home/school reading Records  Weekly reading comprehension  | Optional SATS AR assessments (quizzing and Star Reading) SIMs  in-house data and progress trackingTeacher Assessment - Observations of reading behaviour and discussion with childrenHalf termly reading assessmentGuided reading record sheets (BABCOCK)Home/school reading Records Written responses to reading activities. Verbal and written book reviews and recommendations   | SATs Year 6 Evidence gathering grids for moderation. (Babcock)AR assessments (quizzing and Star Reading) SIMs  in-house data and progress tracking Teacher Assessment - Observations of reading behaviour and discussion with childrenHalf termly reading assessmentGuided reading record sheets Home/school reading Records Written responses to reading activities. Verbal and written book reviews and recommendations.  |

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