

At Edward Pauling Primary School, we aim to provide a high-quality reading curriculum starting with the fundamentals of phonics, giving all pupils a strong start to support them in developing a lifelong love of reading. Reading underpins our curriculum and is driven around exposing our children to high-quality texts. We choose our key texts with careful consideration to ensure that books are reflective of our diverse demographics and, that children are engaged and excited by what they read. This is important as we want children to read, not just for purpose, but also for pleasure- ensuring that reading becomes a lifelong habit.

1- Our Approach to the teaching of Reading

- 1.1 Children are taught during discreet reading lessons from 'Eight Reading Strategies' which have been devised to cover all aspects of the reading curriculum. These explicit reading lessons have skills-based learning intentions that develop the fundamental skills for reading and planning for these lessons are recorded on the 'weekly overview'.
- 1.2 Children have regular experiences of being read to aloud / or sharing a class novel, to promote reading for pleasure.
- 1.3 We promote Reading for Pleasure by ensuring that children have a personal text kept on their tables at all times; each day teachers find golden opportunities to allow time for children to develop a love of reading.
- 1.4 Weekly visits to the school library are timetabled and enable children to select from a variety of literature genres. These sessions include time for children to review texts that they have read and make recommendations to their peers.
- 1.5 Early readers are taught phonics using the Read, Write, Inc scheme of work and comprehension is developed within RWI sessions and during timetabled whole class sessions. Using the Early Years Reading Strategies, children are taught and have opportunities to apply their reading skills through daily phonics lessons, weekly one to one reading, whole class literacy lessons and Song and Rhyme time. The children are encouraged to apply their reading skills independently throughout the learning environment and continuous provision. Independent reading is supported through quality interactions with practitioners.
- 1.6 Once children complete Read, Write, Inc scheme of work teachers group children according to their reading or comprehension ability and have regular timetabled group sessions that have been carefully planned to meet the needs of the children in the group.

The Eight Reading Strategies

- 2.1 Children develop the skills for reading through the teaching of the 'Eight Reading Strategies'. These sessions incorporate the key-stage applicable domains of reading, including the application of Word Reading and Language Comprehension. These two domains come together to enable Reading Comprehension (<https://educationendowmentfoundation.org.uk/news/eef-blog-the-reading-comprehension-house-and-foundations-that-support-word-reading>) .
- 2.2 Every child must be familiar with all Eight Reading Strategies (*Making Connections, Forming Predictions, Visualisation, Determining Importance (VIP), Monitoring Comprehension, fix-it strategies for comprehension barriers, Inference, and Synthesis*) and be provided with regular opportunities to apply them. The strategies are displayed in the classroom.
- 2.3 The strategies must be taught in order (One per week and then collectively e.g. week 1= strategy 1, week 8= strategies 1-8), through planned Reading lessons. These lessons occur three times a week in Key Stage One, in addition to the teaching of daily phonics, and four times a week in Key Stage Two, in addition to the teaching of word reading which is timetabled twice a week (Guided Reading).

2.3 These Reading lessons are identified on the class timetables, allocating 20-30 minutes per session. They have clear, skills-based learning intentions and planning is recorded on the 'weekly overview'.

2.4 Implementation of the strategies happen through both English and the wider curriculum, with regular modelling, by the teacher, of how the Eight strategies are applied to reading for meaning.

3- Guided Reading

3.1 Children involved in Read, Write, Inc will have daily word reading practice to apply and consolidate their learning. They will read a text matched to their phonics ability. Once children are secure in applying their phonics knowledge they will be supported to read in a guided group session with an adult. These sessions are timetabled and happen twice a week.

3.2 Children involved in Guided Reading sessions will read a minimum of 6 high quality books per year (Fiction, Non-Fiction, Poetry and Playscripts), both independently and with a teacher. Teachers will select a book focusing on the development of Word Reading or Language Comprehension.

3.3 During Guided Reading sessions, children will complete a range of reading activities based on their half termly text. Activities support language development, provide opportunity to consolidate the text already read, and improve reading fluency by independently reading.

4- Recording of Evidence

The Eight Reading Strategies

Evidence for achieving reading objectives can be collected through small group work, independent set tasks and responses to questions in shared reading lesson.

4.1 Evidence for at least one lesson per week should be recorded in the children's Guided Reading Journal (this can be a photograph of drama activities, comprehension questions, annotated text extracts).

4.2 Teachers should be mindful of children's cognitive load, when planning activities that are to be recorded, to ensure the focus of the work is the specified reading strategy.

Guided Reading Sessions

4.3 Between adult lead Guided Reading sessions children may read their core text independently or complete a follow up task to help consolidate their understanding of the text they have read. Work will be completed in individual Guided Reading Journals. Completed work may be marked by the adult after the session or as a group during the session or the next session.

5- Book Selection

Reading areas must be inviting and stocked with high quality books that enable children to access a range of authors and genres. Children must have access to both banded (year group reading areas) and non-banded books (classroom reading corners).

5.1- Children's reading books:

EYFS and KS1- Matching their phonological understanding, read decodable books, and are heard reading 1:1 at school. In addition to a library book, they consolidate their learning by reading their decodable book at home, to an adult. This is recorded in their reading log.

Year 2 & KS2- From Year 2, children can only go on to colour banded books when they no longer need decodable books. This is when they no longer overtly sound out and blend words made up of relevant GPC's from RWI Set 2-3. Teachers will support children to change their banded book weekly. Children will independently record the text in their reading log and we encourage all parents and carers to sign or to leave a comment after hearing their child read at home.

Read Write Inc Freshstart- Read Write Inc. Fresh Start gives older children who have not yet cracked the 'code of reading' the chance to catch up and become confident, fluent readers. Children will have a minimum of 4 support sessions per week and will be issued a banded reading book that matches their phonics ability. This is recorded in their reading log.

5.2 Books are banded and arranged into categories that support children's choices.

5.3 Individual reading is self-selected at an appropriate level, checked by an adult (KS2) with specific reading books given at KS1 and EYFS and for those children in KS2 who are developing their phonics knowledge. This is the book to be read 1:1 with the teacher and subsequently, taken home.

5.4 Frequent and regular opportunities for 'free choice' in a book to take home (in addition to that set out in 5.2), selected during weekly visits to the school library.

5.5 Children in Upper Key Stage 2 are able to participate in a book club, texts are selected by the English lead / Hounslow Library Service, to help promote a love of reading and to engage in book talk.

6. Hearing children read

6.1 Every child must be heard reading by teacher at least one in a fortnight timetable and this recorded in children's reading records.

6.2 Extra sessions led by a TA for groups working below age expectations.

6.3 Children to be heard reading at home each night and this to be recorded in their reading records.

6.4 Home -School reading records in the Reading Records, checked and initialled/ responded to weekly.

7. Interventions

7.1 New arrivals complete a phonics screening test to ascertain their decoding abilities and identify gaps. If necessary, these children receive interventions to ensure they acquire the knowledge and skills needed.

7.2 Depending on the child's age additional support may be delivered through RWI fresh start (from Year 4) or Read, Write, Inc Fast track (From Reception - Year 3) and additional 1:1 reading opportunities.