

Thackley



Primary School

Reading

Intent

Implementation

Impact



INTENT

At Thackley Primary School, we know that reading is the key to unlocking the curriculum. Our vision is to inspire children to read for pleasure and enjoyment. We want our children to be confident readers with a thirst for knowledge who have good independent thinking skills. Our aim is to provide an environment that encourages children to ask questions and explore the world around them through adventure, story and language.

We understand that learning to read is a fundamental skill for life and aim to teach and foster children's confidence in comprehension and enjoyment of reading. We want children at Thackley to be confident and skilled in all strands of English and engage with a broad range of texts which that will broaden their reading experience and introduce them to new genres. These skills are woven into a curriculum which promotes a love of reading and places an emphasis on learning to read early, which then allows our children to read to learn. We use high quality texts and ensure children are exposed to a variety of text types and authors to allow them to discover that 'love' for books.

By the time our pupils leave Thackley, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading, it is our intention that they will be able to apply their reading skills in order to access their secondary education and beyond.

IMPLEMENTATION

We will support all children to learn to read through clear leadership; consistent teaching and learning approaches; regular monitoring and assessment along with a joint commitment between school and home. With support from the Reading Lead, English Team and Senior Leadership Team, teachers draw upon subject monitoring and continuous assessment to ensure children are challenged and to identify children who may need additional support. Timely intervention is planned for those children working below expected levels as soon as their needs are identified. All children are heard to read every week. In addition, some pupils may read at least once more per week with a teacher, teaching assistant or reading volunteer; the focus being on the lowest 20%. Furthermore, Pupil Premium children and those pupils not reading regularly at home, have additional opportunities to read aloud. At Thackley, the systematic teaching of phonics has high priority in Foundation Stage, Key Stage 1 and for identified children in Key Stage 2. We use a synthetic phonics teaching programme produced by Twinkl as a basis to teach our pupils to read and write. Pupils usually complete the programme by Year 2. Pupils in Key Stage 2 who need extra support with decoding follow the Twinkl Codebreakers intervention. Specific reading skills are taught using VIPERS (vocabulary, inference, predicting, explaining, retrieving and summarising) . Focus texts are used as a stimulus for units of work in English or topic related work. Strong links are made between reading and writing.

IMPLEMENTATION

Early Reading

See Phonics and Early Reading Intent, Implementation and Impact document.

Key Stage 1

In Year 1 there is a phonetic focus, alongside the three read approach to reading in order to develop fluency. In addition to phonics lessons and three read fluency lessons, in Year 2 regular reading lessons teach the children the basic skills of text comprehension, and allow them to be more critical in their appreciation of texts, forming opinions whilst broadening their experience of reading.

What happens when children finish the Twinkl phonics programme?

To bridge the gap between phonics and fluent reading, when children have completed the Twinkl phonics programme in Year 2 and are secure with their phonic knowledge, they move to the Big Cat Fluency lessons in order to develop their fluency in reading further.

Key Stage 2

Reading lessons in Key Stage 2 support pupils to become confident readers who are able to construct coherent mental models of the texts they encounter. Pupils develop a love of reading through a variety of carefully selected genres which are presented to them. Further, lessons allow children to experience a wide range of language and encounter profound ideas. As a result of their engagement with a variety of texts, children are able to show their comprehension through VIPERS based questions.

Reading for Pleasure

Throughout the teaching of reading is a tightly woven ethos of enjoyment of stories, a love of words and a commitment to fostering a life-long relationship with reading. Class readers are chosen to reflect texts that will enthral and grip imaginations; staff and children recommend classic and new quality texts on boards outside classroom doors; reading is encouraged and facilitated at playtime in our well-resourced and much loved reading garden and library time is given during the school day to enable every child to develop a passion for books and reading. We celebrate our love of reading with rewards for home reading and accelerated reader with certificates, bookmarks and book tokens to further encourage children to develop a life-long habit. We invite authors into school, celebrate World Book Day with a reading breakfast and enjoy reading theme weeks.

IMPACT

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the Twinkl phonics programme. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently. Attainment in reading is measured using statutory the assessments at the end of EYFS and Key Stage 2 and the Year 1 Phonics Screening check. We also track reading attainment in EYFS and KS1 using the Twinkl Phonics Assessments and in KS2 using the FFT Reading Assessment Programme for fluency, PIRA and ongoing teacher assessment.

We believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We want reading to be the golden thread running through a child's journey at Thackley. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access all aspects of learning they encounter in the future.