Reading at Eastcroft Park

Reading Curriculum Rationale 2020-2022

At Eastcroft Park we believe that a love of reading is the foundation of all learning. A child who loves to read has the best possible start to their education. Therefore we promote love of reading through class novels, time in class devoted to reading and discussion about books, vibrant and welcoming classroom reading environments and whole school displays which encourage children and staff to actively engage in and discuss their reading. It is also essential that the children see their teachers as 'reading teachers' who promote a love of reading. A **Love of Language** is a key driver in our whole school curriculum.

Curriculum Intent

1. READING RIGHTS

We believe in and actively promote the following **Reading Rights** for all children:

All children have the right to:
1. Hear uninterrupted stories alongside their ongoing reading book
2. Read and perform poems
3. Read books by authors as part of our cultural heritage and by authors who are still alive
4. Feel uncomfortable or have ways of thinking or attitudes challenged
5. Read fiction and non-fiction for pleasure
6. Be taught by staff that has a good knowledge of books
7. Read beautiful books
8. Read books electronically
9. Have space within the classroom environment and timetable to enjoy reading
10. Express opinions about what they have read or would like to read

2. AIMS

We also aim to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books and reading so that the children develop a life-long love of books
- Ensure that they read with enjoyment and develop their imagination and creativity
- Develop understanding and use of phonics and spelling rules to read accurately
- Develop a critical appreciation of what they read
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library
- Develop research skills, using library and class texts
- Encourage an interest in words and what they mean in order to increase their vocabulary
- Familiarise the children with a wide range of genres in fiction and poetry, and develop awareness of some of the ways in which narratives are constructed
- Increase understanding and use of a range of non-fiction texts
- Recognise that through reading different genres we can reach a better understanding of other cultures, how religious beliefs can influence behaviour and gain a better understanding of the real world around us
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Encourage care and ownership of books

Curriculum Implementation

3. HOW WE TEACH READING

Phonics

Children are introduced to multi-sensory phonics in Nursery via the **Read Write Inc Programme** and follow the programme formally from Reception. This is the main phonics programme used at Eastcroft Park to teach early reading skills, adapted for the specific needs of our children. Lessons take place daily and last 20-40 mins each depending on the needs of the cohort. Children are introduced to all 44 of the main sounds in English in isolation and in words. Children who are assessed as below expected standards receive daily intervention by an experienced and highly skilled TA to consolidate and practice set one pure sounds; these children will also still be exposed to set 2 sounds during the daily teaching session. RWI resources and font are used exclusively throughout the early years to enhance and strengthen children's visual recognition. ***(See Phonics Policy for further details.)***

4. Whole class Guided Reading

At Eastcroft Park we favour whole class guided reading and encourage children to use "Reading VIPERS" to formulate their responses. VIPERS enable the teacher to focus on specific reading skills: *summarising; predicting; enquiring; clarifying; extending; reviewing.* Each session, children are introduced to a different high quality text which might be an extract from a fiction or non-fiction book, a poem or a song. They pick out and work out the meanings of unfamiliar words (*clarifying*), before *summarising* what the text is about, *predicting* what could happen next, *extending* the text by thinking of alternative scenarios, answering a range of literal and inference questions (*enquiring*) and *reviewing* the text. Lessons take place three times a week and last half an hour each. The texts used should be beyond the reading ability of the majority of the class. The clarifying activity is particularly important as this should be used to develop children's vocabulary: children should be introduced to a rich and varied vocabulary which they can then apply through speaking and writing.

See Whole Class Guided Reading for further details.

5. Shared Reading

We follow the 'Books as Hooks' approach in our English lesson planning. Teachers choose books carefully, ensuring that they are rich and challenging. When reading to the whole class, the teacher models the reading process as an expert reader, providing a high level of support. The role of the expert reader is to model how the text is read and understood. Use of high quality, engaging texts will also motivate the children and have a positive impact on all their learning, particularly writing. We recognise that immersion in and imitation of high quality texts is fundamental to the writing process.

6. Catching up

Where children fall behind in reading the school offers a number of strategies to help that child 'catch-up.' These include:

- Specific small group teaching via Read Write Inc
- Daily reading with a trained TA
- Weekly reading to a reading volunteer
- Weekly Small Guided reading intervention groups
- The echo reading strategy: modelling fluent reading of a short segment and asking the pupil to repeat the segment.

7. Reading at home

In the Nursery, children take books home once a week. These are chosen by staff, with the child so that they appeal to each individual child; this enables the child's voice and preference has been heard and allows some book talk to take place.

In Reception, Key Stage 1 and Key Stage 2 we use a wide range of **Oxford Reading Tree** materials as home readers, including Songbirds Phonics and Project X, chosen specifically to appeal to engage those children with a love of adventure. All the children have a reading diary which is monitored and filled in with a date, title of the book and a written comment by an adult after the child has read. We expect all teaching staff/parents to work in partnership in order to keep a comprehensive record of reading progression. Home Readers are expected to be returned daily and staff regularly check whether a new book is needed, the frequency and amount of reading and whether the books meet the needs of the child.

Since the implementation of Read Write Inc Phonics programme, children also take home a Read Write Inc paper book to practice the sounds learned the previous week: these are fully decodable to enable children to experience success and a sense of achievement as the words contain familiar and known sounds for them to consolidate and practice.

8. Oracy and Vocabulary

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Having a rich vocabulary enables children to have the ability to say what they mean. By having several words at their disposal for describing an event or emotion, they can be explicit when sharing their ideas and opinions. It helps children to understand what other people are saying and what they are reading as vocabulary is the foundation for comprehension. Unfamiliar words become holes in the text, preventing children from completely understanding what they have just read. It bolsters children's ability to grasp ideas and think more logically. The greater number of words a child has, the more they can interpret ideas from others, and express their own ideas. It boosts a child's confidence and power of persuasion. Having a rich vocabulary will help children to communicate in a more engaging way. Use of high quality, classic texts as class novels, in shared reading and in Guided Reading is essential in order to improve and develop children's vocabulary.

In Years 2-6 children receive regular vocabulary lessons through the delivery of their Literacy Counts Unit. The vocabulary focus is taken from the current book study to enable context links and greater depth of understanding. The vocabulary selected is deliberately ambitious and at a higher level than what might be expected: this is to expose children to a wide range of rich language in order to enhance their ability to articulate themselves eloquently through spoken and written communication.

Curriculum Impact

9. Assessment & Target Setting

Reading is assessed at the end of each term using age related reading tests and at the end of year via NFER tests in Key Stage 1 and Key Stage 2. Years 2 and 6 use former SATs papers for assessment purposes throughout the year, followed by End of Key Stage assessments.

Children have reading targets generated by their teacher (1-3) and these are shared with individual children, their parents and displayed in each class. Children also have copies of their targets at the front of their English Books and are written in 'child-friendly' speak, using age/ability appropriate language to enable children to access and understand their targets. Targets are reviewed termly and changed as soon as a target has been achieved.

Our aim is to engage our children in the Reading Content Domains for Key Stage 1 and Key Stage 2 and make them actively responsible for tracking their own progress.

Content domain reference – KS1	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Content domain reference – KS2	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text

2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	Identify/explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

10. Love of Reading/Cultural Capital

As well as being able to decode texts, we want children to develop a life-long love of reading and of all forms of literature. To this end there are a number of initiatives to encourage pupils to read and enjoy books, poetry and drama. These include:

- ERIC (Everyone Reading In Class) time each week (at least twice)– all members of class including staff to read their own books for 20 minutes (it is essential that children see staff as engaged readers)
- Children are read to every day; this could be as a shared class reader or it could be story time at the end of the day. It is imperative that they hear an adult reading aloud
- Access to a wealth of books via the school library and book nooks
- Reading assemblies
- Author visits
- Library visits
- Whole school reading displays
- The immersive school hall which centres on a book or author
- Front cover book displays in every class library
- Class library books are rotated/changed each term to enthuse and provide a wealth of quality reading materials
- Upper Key Stage 2 children are selected to be "Reading Champions" – they are given high status and recognition and are involved in many initiatives designed to promote reading e.g. "Reading stars" clubs where they read with/to KS1 children, manage and run termly book fairs.

At Eastcroft Park Community Primary School, we are READERS!