Subject on a Page for English (Reading)

Why you teach it - your purpose of study

At Audlem St. James Primary School, we value reading as a key life skill, and are dedicated to enabling all our pupils to become lifelong readers who enjoy reading for pleasure. Our curriculum is based on the English National Curriculum as we believe that a high-quality education in English will teach pupils to read easily, fluently and with good understanding and develop the habit of reading widely and often, for both pleasure and information.

At Audlem St James Primary School our aims are:

- To teach children to become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- To close the 'word-gap' by providing all children with a language rich environment;
- To develop their powers of imagination, inventiveness and critical awareness.

DESIGN

What you teach - your programme(s) of study

At Audlem St James Primary School, we believe that ability to read is fundamental to our children's success; enabling them to access the next stage of their education and beyond. All children should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. Our curriculum has been designed to ensure that pupils have opportunities to develop a love of reading. Our aim is to ensure that pupils gain a thirst for reading a range of genres and participating in discussions about the books; exploring the language used by different authors and the impact the written words have on the reader.
Our curriculum has also been designed to ensure that pupils not only read for pleasure but to use books to research and gather new knowledge to extend their understanding.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

word reading

comprehension (both listening and reading).

Phonological awareness
Demonstrate an understanding of spoken words, syllables and sounds (phonemes).
Phonics and Word Recognition
The children will know and apply phonics and word analysis skills when decoding words.
Word Knowledge (Sight Vocabulary)
Instant and effortless access to all, or almost all, words read.
Print Concepts
Understand the organisation and basic features of print.
Fluency (accuracy, rate and expression)
Read with sufficient accuracy and fluency to support comprehension.
Vocabulary
Ensure the children have the linguistic and grammar knowledge to construct and interrogate sentences.
Knowledge of Literary Features
Develop knowledge of genre and text features.

Phonics: We intend that all children will be able to blend to read and segment to spell applying phonic knowledge and skills as the route to decode words . They will respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Genres: We intend that all children are exposed to a range of genres. The children will listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. They will become increasingly familiar with and retell a wider range of stories, fairy stories and traditional

tales and participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say .

Through the Pathways to Read scheme the children access a range of good quality texts appropriate their age and ensuring progression and continuity across school. Through the development of a reference library in each classroom the children have access to a range of fiction and non- fiction texts related to their topics. This encourages the children to read for a range of purposes, across many curriculum areas.

Culture and inclusivity: Children will explore cultural heritage through literature as a means to experience and understand the world. We intend to promote equality by exploring a range of genres and through reading about people from many cultures, of different genders and with different abilities.

Greater depth: We intend to enable as many children as possible to learn and apply those skills which demonstrate a greater depth in Reading across a range of subjects.

DELIVERY

How you teach it - your delivery of the above

Reading is an important part of our curriculum and is an integral part of all of our lessons. At Audlem St James Primary School, we believe reading to children on a regular basis sets the children a good example, models good reading skills and introduces high quality writing to them.

In EYFS and Year 1, we use a synthetic phonics programme called 'Read Write Inc.' produced by Ruth Miskin. Read Write Inc. is a way of learning to recognise letter sounds, blending them together to read words and segment the phonemes to write words. The children have daily phonics sessions where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support.

We follow a Mastery approach to English through the programme *Pathways to Read* from Y2 to Y6. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for reading. Skills are built up through repetition within the units, and children apply these skills in the reading activities provided.

We deliver one whole class shared reading lesson per week from years 2-6 with bespoke grouped reading for every pupil at least once a week as well as individual reading. For pupils still needing support with phonics from years 2-6, we provide an individual reading programme that has phonically decodable texts at the heart of it. In our shared and grouped reads, there is a clear teaching focus with the opportunity to master key reading skills in each session. There are follow on reading tasks to enable pupils to evidence the skills they have mastered independently.
Many opportunities for widening children's vocabulary are given through the *Pathways to Read* approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.
In EYFS and Year 1 the children are taught through a mixture of shared, group and individual reading. Group and individual reads will use phonically decodable texts and will be targeted to meet next steps.

Each year group will hold a selection of graded reading material for those who require a structured approach. All classrooms will have a stock of books selected for suitability of their age groups. It is the teacher's responsibility to maintain this collection. Pupils will be shown methods of evaluating books for personal reading:

- Favourite authors
- Favourite genres
- Peer and teacher recommendation
- Analysis of cover, blurb and scanning paragraphs

TEACHING READING SKILLS

These will be taught and modelled in English sessions in whole class, shared or guided reading sessions. Promotion and practice at the higher order reading skills should be targeted in shared and guided reading sessions.

Each pupil will have a School Planner containing a minimum of Title, Date Read and a comment from adults (teacher, parent, school helper). The pupil should maintain a record of all books with occasional reviews, which are also a home school planner and may be used to communicate about reading and/or other book choices.

Guided Reading

We recognise that at the heart of reading is its purpose: we read for meaning. Reading for both information and to connect and experience texts is achieved by developing high quality classroom talk, response and questioning as an integral part of teaching and learning across the curriculum. We create an environment of rich dialogue and response towards all types of text.
Explicit exploration and development of literal, inferential and evaluative questioning by both teachers and pupils is foundational in improving comprehension.

We have daily guided reading sessions to ensure the development of enthusiasm, response and key skills. During these sessions a carousel of reading activities which support independence and thinking skills are used to further embed reading, spelling, grammar and writing skills. We will teach the objectives of the National Curriculum in each year group.

Working with the text

Teachers should ensure that they:

Introduce key ideas and concepts from the text

Revisit the text to check that pupils have made sense of the text overall

Generate responses to the text using a combination of less-demanding and higher-order questions

Reading strategies - Teachers should remind children of the reading strategies they will be using when looking at the text, perhaps by reminding them of strategies they have used before. These may be deployed both at word-level and for comprehension.

Grouped Reading Sessions

Grouped reading sessions have four parts:

Predict/summarise - Pupils summarise previous reading or predict what will happen in the section of text to be read.

Strategy check/ vocabulary - Reading strategy is practised here e.g. visualisation, reading aloud, working out unknown words. Vocabulary is discussed, clarified and classified.

Read for a range of purposes - A key question based on the mastery skills is presented.

Discuss understanding - Pupils' answers to the key question are discussed and any misconceptions addressed.

Evaluating learning - The teacher can, at the end of the session, help the children review and evaluate what they have learnt through the use of Guided Reading assessment sheet.

Each Key Stage within the school focuses on age appropriate skills and uses a range of strategies and interventions to support the pupils. Interventions include IDL, Precision Teaching, Talk Boost, Inference Training, RWinc Ditties and differentiated phonics groups.

Phonics: All classes in EYFS, KS1 follow the Read Write Inc daily phonics and reading programme. Children are divided into small groups appropriate to their needs, and are taught each day at 8.50am for 45 minutes. The Read Write Inc Manager assesses pupils on a termly basis or when identified by the group leader through assessment for Learning. Every class displays a RWInc Speed Sounds chart which is referred to and added to as children recognise further examples of specific phonemes.
Whole school events: The school takes part in World Book Day, National Poetry Day and Storytelling Sessions (the most recent delivered by Settle Stories sharing multi- cultural stories), author visits and whole-school initiatives such as Empathy Day and Wellbeing through stories (Only One You) which provides opportunities to apply their reading skills to a real audience and with a real purpose.

Assessment and moderation: Teachers carry out formative assessment within the lesson by working with different groups of children and children, and judging which reading skills need to be developed. This assessment informs planning of next steps. To assist with this, teachers use the 'Progression in Reading Skills' document to identify children's starting point within a particular strand and then plan the next steps. At the end of a guided reading session, the teacher helps the children review and evaluate what they have learnt through the use of Guided Reading assessment sheet. The PM Benchmarking Kit is used as an assessment tool to identify miscues and to track progress.

The English leads also monitor application of our procedures by carrying our regular book scrutinies, learning walks and pupil voice.
Greater depth: Lessons include the teaching of skills which build over time towards the achievement of greater depth at the end of the key stages.
Culture and inclusivity: Our English curriculum include books which raise awareness of the achievements of people from different cultures, genders and abilities.

ACHIEVEMENT
So what - your evaluations of the above

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.
Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.
Phonics :
Phonics Screening Test at the end of Year 1. Over 80% of children achieve the expected standards in phonics screening at the end of Year 1. Our aim is to achieve 100% by the Y2 rescreen so that gaps are addressed.
Half termly checks to ensure that pupils are places within the correct teaching group and that progress is being made.

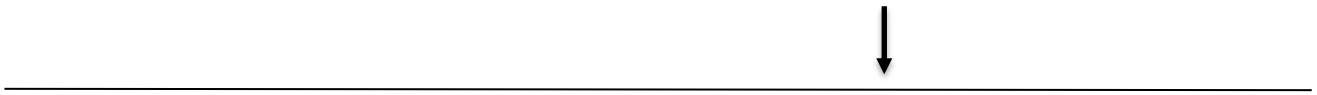
Reading:
The school measures impact through:
AFL (recorded on Educater) to assess reading ability- daily/weekly
PM Benchmarking to assess progress in reading- half termly/ through teacher assessment
RWInc Phonics Acquisition Assessment
Pira testing to measure attainment against a national standardized score- Termly
NFER/ SATs to assess retention of skills and knowledge
Pupil Voice to assess learning

Reading progress
The school has used the catch-up funding to provide an extra teacher one day a week to work with Year 2 to close gaps remaining in reading. Precision Teaching and IDL have been used to support acquisition of key learning

Whole school events: These events are fostering a love of reading and are encouraging those children who have specific difficulties with reading. Children are interviewed through pupil voice and all have said that they enjoy reading for pleasure and they enjoy these different events and competitions. Many children have their favourite authors and books and are able to recommend these to their peers. Children are seeing English as leading to a variety of careers and are building their self-confidence.
To raise the profile of our school library, we shadowed the voting for the Kate Greenaway and Yoto Carnegie Book Awards. The Yoto Carnegie and Kate Greenaway Medals are the UK's longest running and best-loved children's book awards, recognising outstanding reading experiences created through writing and illustration in books for children and young people.
As part of our World Book Day Celebrations pupils have attended performances at the theatre, have participated in online performances and poetry workshops and experienced visits from authors who have shared their stories. The children have presented their favourite stories by creating a Book in a Box.

Assessment and moderation: The revised book scrutiny criteria is enabling staff to focus on those areas which are key to build on. Book monitoring and Learning Walks will begin in late September and revised again after half-term if skills are embedded.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:



** Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
Reading for enjoyment promoted throughout the school through theatre visits and author visits to school. Launch Pathways to Read through staff training. Bids for funding to purchase books and develop the school library were successful raising in excess of £10,000 from a number of sources including The Audlem Educational Fund and FASA. Additional copies of Pathways to Read texts purchased so that there is one text between two children. Purchased reference books related to topics for each classroom to develop a reference library. Purchased new books for the library and launch library. Purchased RWINc texts so that children in EYFS, Y1 and SEN pupils have access to reading materials at their phonological level. Purchased additional RWINc texts so that children in EYFS, Y1 and SEN pupils have access to reading materials at their phonological level which can be used as home/school reading books. Staff trained in the use of the RWInc Phonics Book Bag Books to be provided to staff by the Read Write Inc Manager. Early Reading Sessions delivered for Parents/Carers in EYFS and KS1 before the books were distributed.	Continue to ensure that pupils in Reception and key stage 1 have daily phonics teaching until they are accurate in word reading (decoding). This includes identifying pupils who are beginning to fall behind and giving them extra practice. Continue to develop pupils' reading fluency once the children are able to decode accurately (which, for the majority, will happen at the end of a phonics programme). Encourage pupils to read a wide range of books once they are fluent readers, and so build a reading habit Liaise with the Trust RWInc Lead. Monitor the delivery of RWINc for consistency and adherence to the scheme. Progress in phonics measured using RWInc assessment materials. All CTs must identify gaps in children's phonics knowledge and revise lessons that address these gaps. Ensure formative assessment opportunities are used to maximum effect to track small step progress for SENd children and that starting points are identified. Help those pupils who enter KS2 unable to read fluently to catch up quickly. This includes making sure	Effective transition into Year 1 and analysis of learning gaps with effective planning to address these. Audit books and forecast planned purchases: Non-fiction texts, topic-based resources. Develop library area to include reference books. Ensure that the curriculum promotes 'cultural capital'. Ensure that children are made aware of career opportunities in English. English leads to look at criteria for greater depth at the end of Year 6 and track back through year groups to ensure it is built up over time. Draw attention to these skills for class teachers. Developing Reading, Inference and Comprehension session to be held for Parents. Parents Phonics Workshops – attend a phonics workshop and experience phonics with your child. Introduce the Read Write Inc Comprehension Programme in KS1.

Children are reading decodable books aloud regularly to an adult. Whole class guided reading is used across Y2 and KS2 to improve inference and comprehension skills Reading opportunities provided in a calm outdoor space through the development of an outside wellbeing area. New EYFS curriculum introduced.	that teaching addresses specific gaps in pupils' phonics knowledge or provides additional practice for pupils who have accurate knowledge, but still read too slowly to absorb information effectively. Ensure children are retaining key knowledge by revisiting it regularly through the activation of prior knowledge (metacognition). To ensure that we analyse the gaps in English for all year groups and have a comprehensive plan to incorporate this within the curriculum over the term. English Lead to monitor Guided Reading in EYFS, KS1 and KS2. All key stage 2 staff are trained in systematic synthetic phonics and so can reinforce pupils' word reading and transcription skills in key stage 2 reading and English lessons. Further embed application of RWInc phonics for reading in EYFS and Y1 and for RWInc spelling from Y2 onwards through Staff Training. Raise the attainment of children in reading to increase number of children securing ARE (and GDS with a particularly focus on: Yr2, Yr3 and Yr6 using Pathways to Reading. To raise a Love of Reading through the use of the wider curriculum and texts to enrich their vocabulary. Close the gap of Y2 and Y3 children through key interventions in reading. Target Y1 Phonics Screening – at least 80% WA. Monitor impact of intervention including Talk Boost and SALT guidance in EYFS. Monitor the impact of the new EYFS curriculum	

** The table above should list the actions you have taken, or plan to take, to develop the subject further i.e. a summary of your action plan.*