

Walton CEVC Primary School
'Every Child, Every Chance, Every Day'



OVERVIEW OF READNG

Why this subject is important in our school:

- To promote a love of reading
- To enable pupils to become lifelong readers
- To aid academic success
- To become competent readers who can recommend books to peers
- To have a thirst for reading a range of genres, including poetry
- To be able to participate in discussions about books
- For pupils to be fluent readers by the end of Key Stage One, so they can develop fluency and comprehension as they move through the school.

How this subject is organised in our school:

- Pupils begin to learn to read through a synthetic phonics programme (Read Write Inc.) which will help them to learn letter sounds and blend them together to be able to read words. They will participate in daily phonics sessions matched to their developing needs. Pupils work through different phases, learning and developing their phonics sounds.
- Pupils take part in regular guided reading sessions, where pupils are exposed to a range of texts and can demonstrate their understanding and thinking behind these. These sessions will focus on various aspects of reading, such as retrieval, inference and predictions.
- There is a wide range of reading books in school – in the classroom linked to Accelerated Reading Scheme (KS2) and from the Somerset Library Service. Pupils are expected to have a reading book at all times (which are changed regularly in KS1 and monitored closely in KS2) which they will take home (to share with parents) and read during the school day (KS2). Pupils who are not yet 'free readers' will work through a reading scheme (levelled books which match the pupils' reading age).
- Pupils will have a selection of books in their classroom that are directly linked to topics being studied. This offers pupils with opportunities to apply their reading skills across the curriculum.
- Pupils are read to each day by their class teacher – for pleasure, to model reading and for discussion opportunities to develop vocabulary and comprehension.
- Classes have reading areas/book corners stocked with suitably selected books.
- Success Certificates celebrate pupils' commitment and achievement in all aspects of reading.
- Pupils will celebrate World Book Day and whole school activities link to this day that promote reading.

How we will measure Impact:

The children's learning and progress is constantly assessed and monitored at many different levels:

- EYFS – teachers will assess children regularly against the Reading Early Learning Goals.
- In Years 1-6, teachers will assess regularly against the Reading Programme of Study statements from the National Curriculum. These assessments will inform planning and allow teachers to identify any gaps in learning.
- Guided Reading sessions will form an essential part of assessment of reading, with questions and discussions being tailored to support and challenge readers at various levels.
- Read Write Inc. – teachers and support staff will draw upon observations and continuous assessment to ensure children are stretched and challenged, grouped appropriately, and that children who may require additional support are identified.
- Progress through reading schemes is closely monitored, with support/intervention being given to those children who require it.
- In Key Stage 2 all pupils are assessed in Accelerated Reader at points throughout each term with analysis made of their progress and future reading needs.
- Regular formative assessment is carried out throughout the school which provide an indication of independent comprehension skills.
- Statutory assessments at the end of KS1 and KS2 (measured against the reading attainment of children nationally). Attainment in phonics is measure by the Phonics Screening Test at the end of Yr 1.