



Edmondsley Primary School *Becoming a Reader*

Subject: Reading		
Intent	Implementation	Impact
<p>Our progressive and sequential Reading curriculum equips children with skills and knowledge to be life-long readers and fosters a love of reading.</p> <p>Our intent for reading is to give children the tools to learn to read through recognising then using sounds, letters and words. We will also work with children to give them the ability to read to learn by focussing on comprehension skills and understanding of the texts they study.</p> <p>We aim to ensure children are equipped to read with confidence, fluency and understanding and use books with morals and lessons to learn wherever possible, ensuring they have a respect for the environment and the wider world.</p>	<p>In Nursery, Reception and Year 1, phonics lessons are taught every day using the letters and sounds guidance. Reading books children are given to take home are matched to the phonics which they have been taught and their reading ability.</p> <p>Letters and Sounds is supplemented by using teaching and learning strategies such as:</p> <ol style="list-style-type: none"> 1. Read Write Inc. friezes displayed in Nursery, Reception, Year 1 and 2 classes. Stories for these images are used as a hook and these are complemented by Read Write Inc flashcards used from Reception onwards. 2. Read Write Inc sound mats are provided for independent work in Reception, year 1 and 2. 3. Jolly phonics actions are used only if a group or cohort are of particular low ability and need kinaesthetic prompts as well as visual prompts. 4. Nursery and Reception use Fred the Frog talk. This is continued into Year 1 with Robot talk being introduced & continued into Year 2. 5. Alphablocks visuals are used to consolidate sounds already learnt. 	<p>Our Recent Ofsted Report highlighted that</p> <ol style="list-style-type: none"> 1. We deliver structured phonics teaching. 2. Key stage 1 pupils have reading books which are well matched to their phonics abilities which is successfully developing their early reading. 3. If pupils are falling behind, staff use effective approaches to help them catch up. 4. Classrooms have interesting book areas to encourage a love of reading.

<p><u>Our Reading aims are:</u></p> <ul style="list-style-type: none"> • To promote confidence and positive attitudes to reading through access to a wide range of literature. • To ensure early readers find it easier to read by matching the books read to the letters and sounds they know or are learning. • To develop phonetic skills which lead to blending and reading accurately and fluently. • To broaden vocabulary and use of new words. • To promote reading for pleasure. • To develop comprehension skills, and enable children to analyse and discuss what they read. • To encourage good home/school partnerships. • To monitor each child's progress through the use of a 	<p>6. Teachers are using my turn, your turn and pinching fingers for sounds throughout Early Years and KS1.</p> <p>7. Early Years and KS1 also use sound buttons and dashes to denote sounds in phonics. These will appear on flashcards from Read Write Inc.</p> <p>In Reception, early reading starts with the following provision:</p> <ol style="list-style-type: none"> 1. Firstly, a sound book goes home every day 2. Then, sound pots go home which contain flashcards in a wallet. 3. Finally, the child then progresses onto our reading scheme, starting on Pink Level books. <p>Our children follow our whole school reading scheme, starting in Reception class and progressing into Key Stage 1 then into Key Stage 2. Our scheme ensures progression in both word reading skills and comprehension. The scheme is structured so that children have access to a wide range of texts and allows for pupils to develop their skills within a level before moving to the next level. In Reception and Key Stage 1, children who are on the school reading scheme receive two books a week; one matched to their current or prior phonics knowledge (these are texts from the Dandelion Readers Scheme) and one which is matched to their reading level (these are usually texts from the Oxford Reading Tree, Rigby Star or Usbourne First Reading schemes) to develop their fluency and word</p>	<p>Other impacts include:</p> <ul style="list-style-type: none"> • Pupils enjoy reading across a range of genres. • Pupils of all abilities will be able to succeed in all reading lessons. • Pupils will use a range of strategies for decoding words, not solely relying on phonics. • Pupils will have a good knowledge of a range of authors. • Parents and carers will have a good understanding of how they can support reading and home and contribute regularly to home-school records. • The % of pupils working at Age Related Expectations by the End of Reception, Key Stage 1 and 2 will be at
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<p>range of assessment strategies.</p> <ul style="list-style-type: none"> To support those children who require additional assistance with their reading 	<p>recognition. All pupils have a home-reading record which they are encouraged to take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read.</p> <p>Each class has a dedicated reading area and also shares a class text daily for whole-class reading for pleasure. In Years 1 and 2, children read to an adult at least once a week. Where possible, this is done against the objectives set out on our Target Assessment Grids (TAGs). Children also receive one reading lesson a week which focus on objectives from our TAGs. Key Stage 2 children follow the Fiction Express, whole class reading resources which are set at three levels; Level 1 - Rabbits (3.4), Level 2 - Deers (4.5), Level 3 - Stags (5.6). Reading lessons take place weekly. These lessons follow a sequential provision of texts using the Fiction Express reading scheme.</p> <p>For children who have not passed their Year 1 phonics screening tests, they are provided with three sessions of phonics teaching per week in Year 2. As well as this, two lower ability groups are also identified each year (from Years 1 to Year 6) and these children receive an additional once a week guided reading lesson to build confidence in decoding and answering simple recall and retrieval questions. Guided reading texts chosen follow the guided reading scheme for progression and to avoid repetition.</p>	<p>least in line with national averages.</p> <ul style="list-style-type: none"> The % of pupils working at Greater Depth will be at least in line with national averages.
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