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| Drake’s/ Otterton C of E Primary School  Reading Curriculum Statement EYFS-Year 6 | | | |
| Reading | | | |
| Our core purpose is for children to develop a love for reading and become independent, fluent readers of a wide range of reading materials including fiction, non-fiction and poetry. Through the design of our curriculum we aim to create a reading culture where children: access inspiring, diverse and challenging texts across a range of genres; read for pleasure; grow their imaginations; escape to new and wider worlds; cultivate reading preferences; share and recommend texts; recognise authors and styles; open doors, understand and apply; communicate, articulate and perform, discuss and challenge; expand vocabulary banks; access learning across the curriculum; apply learning to written work and be ready for their next stage in learning and education. We celebrate reading!  To become an expert reader, children at our school will:   * have a secure knowledge and understanding of phonics, including the ability to apply phonics to develop early reading * employ a range of other strategies to apply to their reading * be inspired to have a lifelong love of reading * read widely and for a range of purposes * be taught the comprehension and decoding skills required to achieve age related expectations * experience high-quality texts in a variety of text types as models for writing * develop and understand a high level of vocabulary from all tiers (Alex Quigley) through regular exposure and specific vocabulary teaching | | | |
| Vocabulary | | | |
| Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. | | | |
| *Accelerated Reader (AR)*  As children become increasingly fluent and able to access more complex and longer texts, they begin to read from our Accelerated Reader Platform and books that are freely available in our class settings. Children take half termly Star Reading tests ongoing diagnostic quizzes alongside Babcock teacher reading assessments. AR forms part of teacher’s assessment of reading to allow them to closely monitor and track children’s progress and identify target areas. Reading targets are set per marking period for each child and monitored on an ongoing basis. Any books read that are not on AR contribute towards children’s targets. At the end of each half term there is a prize draw to encourage and motivate our readers. Word Millionaire badges are awarded and book worm badges given to children demonstrating a positive reading mindset. Children are actively encouraged to read from high quality texts that are not on AR and from our reading spines. | *Phonics*  Phonics Bug is our platform for teaching phonics. Phonics is the bedrock of reading and opens the door to all curriculum areas so is made a high priority from the outset. It is taught daily and systematically in Reception and Year One using the structure ‘recap, teach, practice and apply’ Children have pre teach and post teach sessions as required. We use the Phonics Bug schedule of assessment and a Phonics Tracker to swiftly identify pupils who need extra support to keep up.  Each child in Reception and KS1 has an individual Phonics Bug account. Books, games and assessments are allocated by their class teacher to match their stage of learning. Some children will continue to access these accounts in KS2 to provide extra support, activities and intervention as needed. | *Guided Reading (GR)/ Reading Comprehension*  Guided reading is the time where the teacher really gets to unpick and move learning on. Children are taught decoding and comprehension skills aimed to allow them to achieve, *at the very least*, age related expectations. Children work on specific targets using a shared text as a class or in groups based on need and context rather than ability. GR is based on the Re-Think Reading Model, supported by VIPERS questioning involving: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. Texts are chosen to ensure full coverage of national curriculum objectives and to provide children with engaging lessons designed to help them become fluent, independent and enthusiastic readers.  Children who are not yet reading independently will have additional focussed story times where high -quality texts can be explored in more depth. | *Curriculum / Wider reading*  Children experience reading across the curriculum from our Topic Reading Spine, using reading skills for wider understanding and application between subjects. Books are chosen that are high quality and subject or skill specific to allow children to deepen their subject knowledge in targeted areas. Children are taught focussed retrieval skills led by forming questions and seeking answers in the texts provided. Wider reading opportunities arise in many guises, such as themed days, performances, DEAR days and collective worship. IT is an integral tool in reading across the curriculum, particularly when supporting children in the journey to becoming independent readers. |
| *Reading for pleasure*  We aim for children to read daily and select a wide range of texts, including ‘archaic texts’ in KS2 to ensure the ‘plagues of reading’ are not a barrier to learning . Each class has a class reader – a story or text that is specifically chosen for the adult to read to the class from our Reading Spine of core texts. Daily exposure to quality books is part of our reading ethos. Children select additional books from school that they change at least once weekly. | *English sequences*  Inspiring texts are selected from the Babcock Texts that Teach, supported by the principles of Talk for Writing. Children spend time familiarising themselves with the text before imitating and then inventing their own writing based on a familiar structure. Reading outcomes form an integral part of our writing sequences. There is often a focus on reading performance, audience and the prosody of language with the final outcomes of our sequences. | *Shared reading*  During shared reading teachers and children collaborate to unpick the text used in the teaching sequence. They look at specific features such as: author intent, what puzzles them, what they know/want to know, what they predict, etc. They rehearse ‘reading as a writer’ so that they can ‘write as a reader’. Children are given the opportunity to read with other children during our Peer Group reading sessions across the school. | *Reading Schemes*  We use Pearson’s Active Learn Phonics Bug to teach phonics and early reading and the majority of our decodable books are from the Phonics Bug Scheme to reinforce our phonics teaching. This is followed by a range of intentionally chosen reading materials which are organised to ‘books bands to increase fluency, stamina and comprehension. Pupils then join AR or select from reading books and spines in their class, accessing a rich, wide variety of authors, to further increase confidence and fluency.  We use code to support readers who need another approach. |
| *Vocabulary*  Beck’s tiered approach is applied to explicitly teach, define, understand and contextualise new vocabulary, including through investigating the structures and origins of language. We use the Babcock Developing Vocabulary programme to teach and embed vocabulary in our classrooms. Technical tier 3 vocabulary is identified and explored with the children during each unit of work. Target words that are transferrable and can be used in many contexts are chosen, after assessment, in core and curriculum areas to support children’s reading, writing and oral skills. Direct vocabulary instruction using transferrable words, often based on subject specific key skills, that children can use frequently, is embedded into each unit of work. Target words are displayed in yellow on our working walls for children to easily access and refer to. These words are revisited frequently to ensure they are embedded and retained by the children. Having a word rich environment is a non-negotiable of our classrooms and school. | *Reading at home*  Reading at home is part of weekly home-learning expectations. As children start school parents are given advice on how best to support reading at home. Reading stories to children is actively encouraged and we often have ‘read with an adult sessions’ to start and end the day. (\*covid permitting)  Age-related books are selected based on the stage of reading reached. In reception and year one children engage in a ‘first’ read of their book with an adult at school. This involves preparing the child for the phonics and vocab needed to read the book successfully. Children are then encouraged to take the book home for a second practise read. They will then read the book for a third time at school and when confident with the skills needed will choose another book. Books are changed as needed with guidance from the teacher. Children also select a book of their own choice from our classroom shelves which is changed at least once weekly. | *Interventions*  Children who need extra support are identified early in their reading journey and robust, effective interventions are put in place as soon as they are needed. These include: short quick fire daily phonic recap, precision teaching, daily reading, small group targeted interventions, support in class, TA guidance, pre and post teaching and individual phonic bug accounts to provide the robust and effective reinforcement that is needed. Identified KS2 children benefit from the continuation of phonics teaching through our Phonic Bug platform alongside the use of targeted programmes such as Nessy, precision teaching, Trugs and Toe to Toe. | *Environment*  Classrooms are organised to make reading accessible to all children. In KS 1 print is used so children can independently read labels, captions and instructions easily. Having a word rich environment is a non-negotiable of our classrooms and school to value the development of vocabulary and the importance of reading/books. Each class has a designated book area that is uncluttered, engaging and welcoming. These may be themed to support reading in the curriculum and displays texts from the author study spines. Each class displays their read aloud reading spine to encourage children to involve in choosing the class reads and to give them the opportunity to explore these texts in their own reading. |
| Assessment - in order to assess impact | | | |
| Children talk positively about reading; discussing texts and making recommendations. Children enjoy reading and listening to stories.  Transitions between classes/year groups are smooth and progressive. | By reading and being exposed to texts, children know more. They make links between texts and use their ever-growing vocabulary, grammatical patterns and ideas in their writing. | Reading is taught progressively, and children will cover National Curriculum objectives at an appropriate stage for individuals. | Attainment is measured using National statutory tests. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention. |
| Assessment evidence – a guide | | | |
| **EYFSP**  Reception Baseline assessment  Early Learning Goals (ELG)  Ongoing Phonic assessments using the Phonics Bug Schedule of assessment  Observations of reading behaviour including through Tapestry.  Talking to pupils and parents.  Independent and home reading records  Running records to assess fluency and accuracy | **KS1**  Statutory tests: Phonics screening check and Year 2 SATS  Ongoing Phonic assessments using the Phonics Bug Schedule of assessment  Ongoing Reading assessments using the Phonics Bug Schedule of assessment  Babcock individual reading moderation and assessment sheets.  AR assessments - quizzing and Individual reading. Half termly star reading assessment  SIMs – in-house data and progress tracking  Teacher assessment - observations of reading behaviour and discussion  Babcock guided reading records  Home reading records  1:1 reading records | **Years 3-5**  Babcock individual reading moderation and assessment sheets.  AR assessments - quizzing and individual reading. Half termly star reading assessment  SIMs – in-house data and progress tracking  Teacher assessment - observations of reading behaviour and discussion  Babcock guided reading records  Home reading records  1:1 reading records  Written and verbal responses to reading activities | **Year 6**  Statutory test: Year 6 SATs  Babcock individual reading moderation and assessment sheets.  AR assessments - quizzing and individual reading .Half termly star reading assessment  SIMs – in-house data and progress tracking  Teacher assessment - observations of reading behaviour and discussion  Babcock guided reading records sheets  Home reading records  1:1 reading records    Written and verbal responses to reading activities |
| **Reading support / intervention** | | | |
| Children are monitored closely from the start of their reading journey to identify any weaker areas and to address them quickly and effectively. In KS1 targeted children receive daily phonics interventions such as: 1:1 focus on specific phonemes, small group reinforcement or extra teaching sessions, pre and post teach activities, precision teaching, additional Phonic Bug lessons and specific Phonic Bug allocations. Children remain in their first teach sessions and interventions are provided outside of this time. Targeted children will receive additional reading opportunities with the teacher /TA which focus on individual need. Where children are not ready for guided reading, they read in a supported small group daily or on a 1:1 basis with a teacher/TA. In reception and KS1 children also have focussed story times where lively discussion is facilitated to develop comprehension skills. In KS2 identified children continue to receive specific phonic interventions based on assessments. This may be individually or in groups to address specific phases and/ or skills. We use the CODE reading scheme with KS2 children who need extra motivation or encouragement to read. | | | |

Reading Progression Document to be attached here when reading spines are complete.