

What Reading looks like in Holmer C of E Academy

Four basic elements run through our whole curriculum. Through the reading curriculum we foster wisdom, hope, cooperation and dignity to enable every child to flourish in the fullness of life.

Curriculum Intent

What a Reading lesson looks like in our school.

- Daily retrieval, inference and choice questions (RIC) based on text and a range of stimuli.
- Daily streamed Guided Reading sessions KS2
- Streamed Guided Reading in Y2
- Daily phonic sessions in Key Stage One which follows Read Write Inc. This is used throughout Key Stage 2 where necessary.
- Streamed phonics sessions in EYFS and Y1

This is our philosophy:

- Access to high quality texts with opportunities for...
- High quality modelling and scaffolding reading skills leading to...
- Fluent readers who can comprehend
- This process will help the children to become happy, confident readers who can transfer these skills into their reading and writing.

This is the knowledge and understanding gained at each stage:

By the end of Key Stage 1 pupils will:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their

developing phonic knowledge and that do not require them to use other strategies to work out words

- re-read these books to build up their fluency and confidence in word reading.

Reading comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand both the books they can already read accurately and fluently and those they listen to
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

By the end of Lower Key Stage 2 pupils will:

Word reading:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading comprehension:

- develop positive attitudes to reading and understanding of what they read
- understand what they read, in books they can read independently,
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

By the end of Key Stage 2 pupils will:

Word reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension:

- maintain positive attitudes to reading and understanding of what they read
- understand what they read

	• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views.
Curriculum Implementation	This is how it works: • Each year group has a Ready Steady Read list of high quality texts to encourage the children to read for pleasure. • In EYFS phonics is structured throughout the year which is built on term by term. Opportunities to revisit certain sets are set out over the year and this is a reactive process. • KS1 Continue with phonics and also complete daily RIC sessions which are based upon end of KS expectation. • KS2 carry out daily RIC sessions with texts based upon end of Key Stage expectation. • Daily guided reading sessions occur throughout KS1 and KS2 • By the time children leave Year 6 they will have covered a wide genre of texts and styles which will foster their love for reading • Links with other areas of the curriculum are made during guided reading to involve texts and vocabulary to provide more meaningful learning • Raised the love of reading through Ready Steady Read and The Book Swap Shop • Use of Nesy to improve fluency This is what adults will do: • Learning walks to ensure that Reading is being taught • Support, encourage and foster a love of Reading • Members of staff to read at different times of the day with different groups of children • Research new innovative techniques/programmes • Network with other schools and Reading co-ordinators This is how we support: • Use of coloured overlays/ paper for preferences • Nesy for fluency

	• For children requiring a 'block' of intervention in addition to main class teaching: • Children are assessed on entry point • Clear targets are highlighted and prioritised • Small group/1-1 adult support then put into place • For all other children: • We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas. • Then they receive pre-teaching or immediate intervention to ensure they have sufficient skills in place to access the next teaching. This is how we challenge: Differentiation planned from very start of lesson • Small group work to further challenge • Reasoning and comprehending • Generalising and testing rules • Opportunity for some to participate in Reading Challenges beyond the school
Curriculum Impact	This is what you might typically see: • Happy and engaged learners • Open ended investigations- low threshold/high ceiling tasks • Different representations of texts • Paired/group work • A range of different activities including use of technology • Engagement and perseverance • Self-motivated children • Resilient learners • Children talking positively about reading, sharing and reflecting on their learning and how it relates to real life situations This is how we know how well our pupils are doing: • Tracking • Pupil progress meetings • Teacher assessment/ targets • Marking and feedback • Forensic analysis of test / assessment results • Photo evidence/QR codes • Targeted use of TAs • Tracking RSR

This is the impact of the teaching:

- Confident children who can talk about what they have read
- Children who are enjoying their learning in Reading sessions
- Depth of understanding/application in different reading skills
- Children ready for the next step in education

