

Be more literate

Reading

Intent	Implementation	Impact
<p>At Seascope Primary School we provide a high quality modern reading curriculum which exceeds the expectations of the national curriculum: Our pupils:</p> <ul style="list-style-type: none"> Respond speedily with the correct sounds to graphemes for all 40+ phonemes Apply phonic knowledge and skills to decode words before building accuracy and fluency when sight reading Read common exception words Read aloud accurately books that match their reading level and re-read these books to build up fluency and confidence in word reading Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. Develop pleasure in reading, motivation to read, vocabulary and understanding through reading high quality texts specific to age/ year group/ topic/ artist and genre. Understand what they have read in books that they have read independently. Retrieve and record information from non-fiction increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommend books to peers giving reasons for their choices Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Participate in discussion over what is read to them and what they have read, demonstrating a clear understanding. 	<p><i>SEE</i></p> <ul style="list-style-type: none"> <i>Reading skills progression</i> <i>Reading overview</i> <p>Reading in the Early Years Reading in the Early Years begins with early reading activities based on listening, sound and rhyme. Children in our Rainbow Room and Nursery develop a love of alliteration, rhythm and rhyme through weekly music sessions and daily nursery rhymes. We build on these early reading skills throughout the reception year where children are introduced to set one sounds and oral blending. Children are then grouped, learning assisted blending, independent blending and storybook reading following the Read Write Inc. programme. Systematic synthetic phonics sessions, using the RWI framework, are no more than 30 minutes in length for five days a week. The lowest 20% of readers in Reception are given 1:1 assisted blending intervention with a RWI teacher. Pinny time also occurs daily, ensuring children see new sounds taught across the day. In the wider curriculum children are exposed daily to high quality text with a focus on language and vocabulary which directly links to children’s play within the early years. Children are encouraged to discuss and share ideas on what has been read to them. Children take part in harvest, Christmas and end of year performances learning poems and songs by heart, which they perform for parents and the wider school. Within Early Years, story time occurs at the end of every day. Children are read stories linking to theme/topic, from children’s interests or from the texts chosen for children to learn by heart at the end of their year group.</p> <p>Reading in Key Stage 1 In year one the RWI programme continues, where children are grouped in line with their reading ability and are taught set 2 and 3 sounds, for one hour daily. Within these groups children learn to read RWI story books across 3 and 5 days building up fluency and accuracy, as well as understanding. Children learn to use the text to answer questions, justify their answers using the text, as well as comparing to their own experiences. Children also take home a book matched accurately to their RWI book band to share with parents, as well as a previously read RWI books, which children can read independently. When children are confident fluent readers, by the Spring term in Year 2, children move off the RWI programme into ‘gold’ group, where children embark on a RWI comprehension programme to prepare them for guided reading sessions. Within guided reading sessions, children study high quality novels written by chosen feature authors. Children continue to read daily in pairs but are taught specific reading comprehension skills which they then go on to practise in each session.</p> <p>Reading in Key Stage 2 Within Key Stage Two, children continue to access daily guided reading sessions, where they study high quality novels written by chosen feature authors, some of which link to topics studied in afternoon sessions. Children continue to read daily and are taught specific reading comprehension skills, which they then go on to practise in the session. Struggling readers in years 5 and 6 attend Fresh Start lessons for one hour, 5 days per week. Fresh Start offers a similar approach to teaching reading as in RWI groups for KS1, with texts more suitable for upper KS2 children. Children recap their speed sounds daily to increase children’s accuracy and fluency as well as learning to comprehend, through questioning.</p> <p>Intervention The lowest 20% of readers across Key Stage One and Two read with an adult in school once per week additionally to reading with their class teacher. Children struggling in terms of comprehension will also receive Ready Buddy sessions three times per week to improve their understanding of what they have read. Target children in key stage one who are struggling to learn sounds receive further phonics screening intervention three times per week with a focus on learning set 2 and 3 sounds.</p>	<p>Due to the rich reading curriculum we offer we expect to see improvements across:</p> <ul style="list-style-type: none"> The engagement of pupils in RWI and guided reading lessons The profile of reading being raised in school Children reading for pleasure Increased knowledge and skills of children year on year A broader experience of different texts, genres and authors An increased participation in lessons and activities within RWI sessions and guided reading lessons An increase in reading speed and accuracy Children developing opinions and preferences in what they read, and sharing this with others Children choosing to use the school library Increased interest in reading at home