



Being the Best You Can Be

How we approach the teaching of Reading:

Intent

At Yealmpton Primary School we believe that everyone can succeed in reading, developing a love of books and knowledge. We aim to help all children to become competent readers and help them to see reading as an intrinsically pleasurable and worthwhile activity which will help them to become lifelong learners. Providing a wide variety of good quality texts, which will appeal to all children, we teach a range of strategies to help children to become effective readers.

At the beginning of their journey, in Foundation, we use a synthetic phonics approach to teach early reading skills providing a systematic programme of reading which involves a combination of shared, guided and individual reading. We aim to develop a reciprocal and interactive community of readers, fully involving parents and carers with supporting their child's reading development. We believe that it is important for children to hear stories read aloud to them, to engage in making preferences about books and to build vocabulary of the written word.

Implementation

At Yealmpton Primary we use the RWI scheme (Read Write Inc.) for the teaching of phonics and daily lessons are delivered to groups of children assessed to be accessing the correct part of the programme. The emphasis is on teachers modelling the correct sounds and providing practise time. Reading books that are sent home match the sounds being taught in class. The lessons are fast paced and develop fluency of recognition of phoneme/grapheme correspondence. Children are assessed on a termly basis and move groups according to outcomes. Children who are identified as falling behind receive support to catch-up. All children take the phonic screening check in Year 1.

As children finish the phonic programme, they begin Accelerated Reader (AR). This scheme (Yr1-Yr6) ensures children select the correct level of book to take home. A termly star reading test determines the range from which a child may select books. After reading a book, children take an online quiz and the results count towards the child's overall word count and progress towards their reading targets. Teachers monitor the engagement levels of children and

certificates reward children at different points of progress. After termly STAR Tests, children identified as working below expected levels are supported with reading and comprehension in class. Opportunities are provided for children to read independently in class and to discuss and recommend books to each other.

At Yealmpton Primary School, we have developed a Reading for Meaning approach to teaching the reading strategies and a love and enjoyment of reading. We teach the following essential elements of effective comprehension through teacher modelling and supportive practice using whole texts which have been mapped across the year for each year group:

1. Build disciplinary and world knowledge (links to wider curriculum).
2. Provide motivating texts and contexts for reading.
3. Teach strategies for comprehending.
4. Teach text structures.
5. Engage in discussion.
6. Build vocabulary and language knowledge.

KS2 classes use a consistent approach when teaching reading strategies through the use of V.I.P.E.R.S (vocabulary, inference, prediction, explain, retrieve and summarise). These reading strategies build on the KS1 comprehension strategies (vocabulary, inference, prediction, explain, retrieve and sequencing).

Reading in the wider curriculum

To ensure that all of our pupils become fluent readers and see reading as pleasurable and worthwhile, we:

- Ensuring regular reading time in every class, progressing from shared reading in Foundation through to sustained, silent reading in KS2.
- Teaching a range of strategies to enable pupils to become effective readers, including the explicit teaching of comprehension strategies.
- Monitoring our pupils' reading progress using the Accelerated Reading system and PIRA assessments
- Ensuring a wide range of interesting, high-quality books at appropriate levels are readily available for all of our pupils.
- To ensure the importance of reading and writing is promoted by all adults, and that quality writing and progress in reading is routinely celebrated.
- Host termly D.E.A.R (Drop Everything and Read) sessions for parents to attend and share stories with their children.