



READING STATEMENT

INTENT

At Valewood Primary School, we want all of our children to become enthusiastic and motivated readers.

We intend to develop children's confidence in reading a wide variety of genres and text types. We plan lessons to ensure that every child reads easily, fluently and with good understanding. Our children develop the habit of reading widely and often, for both pleasure and information and acquire a wide vocabulary and knowledge of linguistic conventions for reading and spoken language. In our school, our reading curriculum links closely with our writing curriculum; we use a text-based approach which enables us to create opportunities for reading, discussion and writing within our English and reading lessons.

Early Years Foundation Stage: Reception

In Reception we begin with our systematic approach to the teaching and learning of phonics and early reading. Every child experiences the daily, direct, regular teaching of phonics using the Floppy's Phonics scheme. The children take home phonetically decodable texts and use the Oxford Owl website to practise focused phoneme/graphemes linked to the order they are studying their phonemes in school.

Our children are also exposed to a rich, story-focussed environment where the children are read to and experience a variety of books every day.

Key Stage 1: Year 1

In Year 1, we build on our excellent EYFS phonics practice, as each child takes part in daily phonics sessions, continuing to use the Floppy's Phonics scheme. The children continue to take home phonetically decodable texts linked to the sounds they have studied in class and also use the Oxford Owl resources to practise targeted phonemes/graphemes. In addition to phonics sessions, the children have 1:1 reading, twice weekly, to focus on putting their blending and segmenting skills into practice and reinforcing sight word recognition of common exception words.

The children in Year 1 are also exposed to a wealth of additional stories, rhymes and information texts that widen their knowledge and expose them to new themes and interests.

Key Stage 1: Year 2

In Year 2, phonics continues to be taught daily through the use of Floppy's Phonics. The children continue to take home appropriate books and the children are now exposed to a wider range of books: phonetically decodable and non-decodable texts. As the focus shifts from decoding to comprehending, the children take part in weekly, whole class reading sessions with their teacher. During these sessions, children are taught further reading skills and reading strategies to enable them to understand and unpick texts in a variety of ways.

All the children are exposed to rich texts, both fiction and non-fiction. We will equip our children with the skills to decode words in order to be able to read fluently with understanding and to encourage a love of literature and also information books.

Key Stage 2 (Years 3, 4, 5 & 6)

In Key Stage 2, children take part in Whole Class Reading lessons, in mixed ability groups, which gives all the children experiences of high-quality texts and high-quality questioning which challenges all our KS2 learners. The class novel is the focus of Whole Class Reading for two lessons each week, with the other three lessons ensuring children are exposed to a wide variety of quality writing, poetry and non-fiction. Whole Class Reading exposes the children to a range of stimuli including: class novels; picture books; extracts; visual texts; audio texts; poetry; play scripts; non-fiction books and articles; newspapers and many more reading opportunities. Children will be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and a love of authors and poets.

Our children develop their skills of retrieval, inference, prediction, deduction as well as developing their skills in reading with expression, intonation, and also for performance.

IMPLEMENTATION

1. We teach the National Curriculum (2014), supported by a clear skills and knowledge progression.
2. The UN Children's Rights also underpin our reading curriculum. This includes providing children with texts and resources linked to the wider world, topical issues and cultural differences. By making connections between the UNCRC and different cultures and societies, it enables the children to reflect on how their life experiences might differ from other children and then they can use their skills in both written and spoken language to demonstrate the need for change.
3. EYFS and KS1 children take part in daily phonics sessions following the Floppy's Phonics scheme.
4. In KS1, each child is given a banded reading book according to their ability to share and enjoy with adults at home. Books are banded according to difficulty and pupils move through the bands as they progress with their fluency, as well as with their comprehension, moving from fully decodable books. At Valewood, we have a variety of reading schemes which includes the Oxford Reading Tree scheme in Reception and KS1. In KS2, we also use Oxford Reading Tree with a variety of other schemes from Ginn and Big Cats and PM Benchmarks.
5. Reading sessions are noted in the child's Home School Reading Record, which we also encourage parents and carers to use when reading at home with their child/ren.
6. We have a skills-based approach to reading using VIPERS skills within daily Reading lessons. (Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence/Summarise).
7. Teachers will read aloud to their class on a regular basis to model expression and discuss vocabulary choices.
8. Poetry will be taught regularly in all classes and poems will be learned by heart for children to recite.
9. We promote a strong reading culture and work hard to maintain and build on this by inviting authors into school; having Book Fairs; running extra-curricular book clubs; ensuring strong links with Crosby library and inviting parents into school to share stories (every week in Reception; termly "Book and a Brew" events for the whole school; children and parent book swaps & World Book Day celebrations.)
10. We have a group of parent/carer volunteers trained to read with children 1:1 to develop that love of shared stories.
11. The subject leader will have the responsibility to lead, manage, monitor, evaluate and review the reading curriculum.

IMPACT

A Valewood reader will have a love of reading and the confidence to discuss their understanding and read new texts independently. Their environment will be rich in text and they will have access to a wide range of high-quality books and resources.

The exciting curriculum that we provide, at Valewood Primary School, will help children to understand the importance of reading in the wider world and foster a love of learning. Children's work, efforts and achievement, within the reading curriculum, will be celebrated with Dojos and within termly celebration assemblies in the form of a Reading Award.

Assessment for learning takes place in all lessons, to inform effective classroom practice. Planning and delivery of lessons are informed and adapted by this assessment according to children's needs. Individuals and groups not making sufficient progress will be identified for intervention in order to close attainment gaps.

Teachers will formally assess children's progress in reading on a termly basis and data drops will be completed three times a year. NFER assessments will be completed in Autumn 2 and Summer 2 (except in Year 2 and Year 6 due to SATs). Standardised scores will be used to measure progress. Teachers will use assessments as a method of finding out where children are at and which skills and strategies are being used effectively and which need further improvement. The Salford Reading Test will be used, termly, for the lowest achieving 20% of learners to carefully assess progress and ensure they are reading books with the appropriate level of challenge.