

INTENT

At Valewood we want 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 that enables us to create opportunities for reading, discussion and writing within English and reading lessons.

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 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.

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 and also use the Oxford Owl resources to practise targeted phonemes/graphemes. In addition to phonics 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.

In Year 2, phonics continues to be taught daily through the use of Floppy's Phonics and the Spelling Shed Spelling Scheme. The children continue to take home appropriate books but are now exposed to a wider range of books both 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. 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.

In Key Stage 2, children take part in Whole Class Reading 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 for performance.

IMPLEMENTATION

1. We teach the National Curriculum 2014, supported by a clear skills and knowledge progression.
2. EYFS and KS1 take part in daily phonics sessions following the Floppy's Phonics scheme.
3. 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 use the Oxford Reading Tree scheme.
4. Reading sessions are noted in the child's Home School Reading Record, if they have been given one, which we also encourage parents and carers to use when reading at home with their child/ren.
5. We have a skills-based approach to reading using VIPERS skills within daily Reading lessons. (Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence/Summarise).
6. Teachers will read aloud to their class on a regular basis to model fluent reading and discuss vocabulary choices.
7. Poetry will be taught regularly and poems learned by heart to recite.
8. 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, "Book and a Brew" events for the whole school, children and parent books swaps, World Book Day celebrations.

9. 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
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 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 will help children to understand the importance of reading in the wider world and foster a love of learning. Their work and achievement within the 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 is 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 termly and data drops will be completed 3 times a year. NFER assessments will be completed in Autumn 2 and Summer 2 (except in year 2 and year 6.) 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. The Salford Reading Test will be used for the lowest achieving 20% of learners to carefully assess progress and ensure they are reading books with the appropriate level of challenge.

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