



READING: Intent, Implementation, Impact.

Intent

At North Clifton, reading is a top priority and is a key driver for our curriculum. Over the years, our reading results have been fantastic. This is because we believe reading is at the heart of our curriculum and by instilling a love of reading, children develop as well-rounded and successful individuals.

It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence in every subject in order to prepare them for their forthcoming secondary education and in later life.

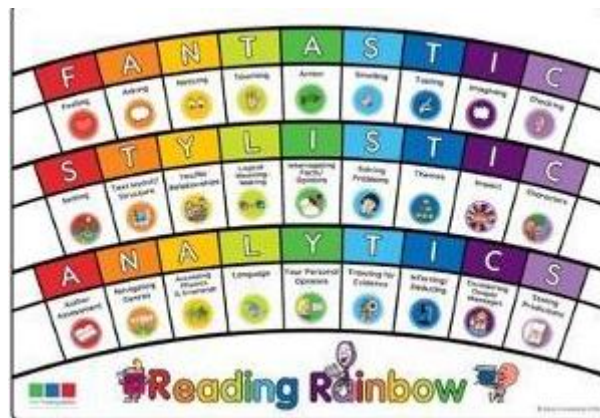
We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills.

Implementation

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Timely intervention is planned for those children who are working below expected levels as soon as needs are identified.

Across the school, reading is taught in a variety of ways. Reading quizzes, reading puzzles, whole class reading, guided group reading, Book Talk and comprehension. All children take part in two reading sessions per week. Children are exposed to a range of genres and teach a range of techniques which enable children to comprehend the meaning of what they read. Any children not making the expected progress have 1:1 or small group intervention.

At North Clifton, we have adopted Jane Considine's Hooked on Books approach, which is in line with current National Curriculum expectations and encourages the discussion of rich texts. In Book Talk, children discuss the texts they are reading through different lenses of the reading rainbow. During these sessions, the children engage in a vocabulary rich discussion which also nurtures their love of reading.



In addition to Book Talk, the children take part in other reading activities. Tasks such as 'Reading Puzzle', reading comprehension, reading quizzes are completed.

Every guided reading session focusses on at least one of the nine reading domains, which are as follows:

Reading Domains		
Vocabulary understanding	Sequence	Retrieve & record
Explain meaning	Identify word choice	Predict
Infer & justify	Summarise	Compare

We use a wide range of strategies and activities (using ideas from Literacy Shed's Reading Vipers) to teach each area of reading effectively.

Vocabulary: Creating Word Webs, Exploring words out of context, Black out words, Finding words closest in meaning. We encourage the use of a dictionary or thesaurus to support these activities.

Inference: Superhero Sentences, Wringing for Meaning, Hearts and Minds, Assumptions and Evidence, Emotion Graphs, Find and Copy, First Impressions, Covers and Blurbs, Role on the Wall, Themes, Notice, Wonder, Infer and Building a Case.

Prediction: Highlighting/Evidence, Giving Clues, Someone else predicts.

Explain: Language effect, Structures, Presentation.

Retrieval: Anticipation Guide, Highlight the facts, Give me Five.

Summarise: Review, Key Points, Sub-headings, One Sentence Summary.

After an initial baseline assessment, all children throughout the school are assessed termly on the 'Big Cat' reading scheme. They work through the levels, choosing a variety of fiction, non-fiction and poetry and closely monitored with this. Children in EYFS and KS1 have two books: one free reader levelled book and one book matched to their current phonics. KS2

children have the opportunity to read a 'Free Reader' alongside their reading scheme book. Reading books are changed weekly and children are encouraged to complete tasks at the end of their book to demonstrate their understanding or complete a book review. Teachers ensure all texts are accurately matched to pupil ability, as all books within the 'Big Cat' scheme are graded to ensure progression and challenge for all children.

Reading for pleasure is encouraged by all staff. Children are encouraged to read their own texts for pleasure. All classrooms have their own class reading areas with topic themed books, and it is intended that these areas are further enhanced this year. Teachers read an exciting and engaging class read to pupils very regularly (at least 3 sessions per week). Over the course of this year we plan to re-introduce and build on activities to encourage reading for pleasure.

- Reading buddies across the classes
- Reading basket to be taken home
- Display of our reading journey throughout the year

Impact

Children will be able to use a range of strategies for decoding, relying on phonetic knowledge and other strategies. They will also be able to read for knowledge to extend their understanding of all subjects within the curriculum and communicate their research on a wider scale.

The Reading curriculum and progression of each child is evaluated through:

- Analysis of phonics assessments.
- Termly assessment using 'Big Cat' reading scheme
- Termly reading summative assessments- Comprehension
- AfL - Observation during 'Book Talk' sessions
- Teacher assessment
- Regular book quizzes (Class read, independent reading books)
- Book reviews