



"Living life in all its fullness."

Reading at Coalbrookdale

Intent

At Coalbrookdale and Ironbridge CE Primary School, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating students with a passion for books, will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge. At Coalbrookdale and Ironbridge CE Primary School, reading is vital to pupils' learning and progress across all areas of the curriculum. Because reading has a direct effect upon progress, reading is given a high priority at Coalbrookdale and Ironbridge CE Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres. Reading is central to our capacity to understand, interpret and communicate with each other and the world around us. It is crucial in developing children's self-confidence and motivation as well as a source of pleasure and enjoyment.

Coalbrookdale and Ironbridge CE Primary School aims:

- To provide children with a range of reading skills and strategies to enable them to read confidently with accuracy, fluency, understanding and enjoyment.
- To develop in children, a positive attitude to reading so that they read for enjoyment and develop a life-long love of books.
- To ensure that all children have access to and experience of a wide range of literature including stories, plays, poetry, myths and non-fiction texts.
- To enable children to independently understand and respond to literature drawn from a range of cultures and literary heritage.
- To provide children with a text which demonstrates diversity.
- To ensure no opportunity is missed in fostering in children life-long curiosity and enabling them to develop research skills to feed that curiosity by using, the library, e-books, class texts, internet etc.
- To develop children's ability to make self-assessment through reflecting on their reading, forming informed opinions and being able to articulate them.
- To monitor reading progress effectively in order to maintain high levels of attainment and identify strengths and weaknesses.
- To ensure that children with reading difficulties are identified early and support is given promptly.
- To work in partnership with children and parents/carers in order to develop each child's full fluent reading potential.

Implementation

At Coalbrookdale & Ironbridge CE Primary School, we are following the 2014 National Curriculum for the teaching and learning of reading skills. We are committed to raising the standards of children's reading to ensure that all children are progressing and achieving in line with national expectations. Coalbrookdale and Ironbridge CE Primary School, believes that two distinct but related processes are involved in teaching children to read: learning to recognise words and developing comprehension. Both are essential for developing life-long successful readers. It is imperative that teaching focuses on developing pupils' competence in both dimensions.

In the EYFS and KS1 (where needed in KS2), children are taught daily, discrete phonics lessons through the Read, Write, Inc programme. In EYFS, Children have opportunities to develop their communication, language and literacy skills, daily, in both adult-led and child-initiated activities. Early reading and phonics are at the heart of the EYFS curriculum. The three main areas are: Phonics, hearing stories (focusing on story language, introducing new vocabulary and discussions around "meaning" in texts) and regular story times develop a love for books. The core stories are used in teaching and read repetitively so that children have memorable knowledge of quality stories. Although these stories are core to our curriculum, children are also immersed in a wider range of books and stories through the provision in the environment.

At Coalbrookdale & Ironbridge CE Primary School we offer:

EYFS and Year 1

- Shared Reading, using a big book or text, with small groups or the whole class; literacy activities are planned around a core text for 2 weeks.
- Year 1- Reading texts linked to topic work.
- Adults reading aloud – daily (during adult-led sessions or during child-initiated activities)
- Daily phonics lessons, using the Read Write Ink
- 1:1 phonics tutoring and additional pinny time and Fred games, for those children who need to 'catch-up' or PPG.
- Daily reading lessons, using RWI (reading phonetically decodable books matched to the phonic groups)
- World Book Day involving authors and a range of book related activities.
- Library visits
- Home Learning (reading/RWI Virtual Classroom)
- Starbooks, where children are encouraged to read avidly and are rewarded and praised the more times they read.
- Oxford Owl online classroom, using online reading books carefully selected to match the reading abilities of each child

Year 2- Year 6

- Daily phonics (RWI) lessons in Year 2 (reading phonetically decodable books matched to the phonic groups) for those who did not pass the Phonics Screening.
- Comprehension tasks based on phonetically decodable.
- Whole class reading, using a big book or text on the interactive whiteboard with the whole class in Year 2.
- Guided reading of the same text, to include teaching a range of reading strategies and comprehension.
- Comprehension activities 4 times per week in Year 2 and KS2 which focusses on a different reading skill each day.
- Frequent readers on a 1:1 basis, for those children who need to 'catch-up' or PPG.
- Reading intervention groups- Reading Rocks matched to Hertfordshire Reading Test Reading Ages.
- Oxford Owl online classroom, using online reading books carefully selected to match the reading abilities of each child.
- Reading texts linked to topic work.
- Reading aloud by the teacher or another adult.
- Library visits
- World Book Day involving authors and a range of book related activities.
- Starbooks, where children are encouraged to read avidly and are rewarded and praised the more books they read.
- Home Learning involving reading, Oxford Owl online classroom and RWI Virtual Classroom

Home School Reading

Developing strong links between home and school reading, is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud. Children also have access to the Oxford Owl classroom from home to read books which have been set by the class teacher and matches RWI reading groups. Lower down the school, children have the opportunity to choose a book that they might not be able to read independently but would like to share with their parent or carer. Higher up the school, children will be encouraged to select a book from the library that they find interesting, want to share with someone at home and is challenging. Unfortunately, children in Year 5 and 6 rarely, choose to read with parents so staff will actively encourage this. In addition, every child will have a reading record book which can be updated by the child, parent, or any other person the child reads to or is read to.

Impact

We measure the impact of our curriculum in the following methods:

- Marking of written work
- Observations of children working/practical activities
- Discussion/questioning/explanations of ideas and concepts
- Analysis of data – looking at progress over the term/year/phase/school
- Moderation of work (e.g. through team meetings)
- Book looks – completed with staff
- Learning walks and observations of lessons
- Pupil voice interviews/discussion
- Annual reporting of standards across the curriculum to parents

Assessment of reading:

- On-going Assessment for Learning through lessons
- Reception- Read Write Inc half-termly assessments
- Year 1 Phonics Screening
- Year 2 pupils' learning will be assessed against the Reading End of Key Stage One Assessments
- Year 6 pupils' learning will be assessed against the Reading End of Key Stage Two Assessments (SATs).
- Termly Years 1-6 Nfer tests
- The Hertfordshire Reading Test
- In EYFS, children are assessed according to the EYFS Early Learning Goals.

The English subject leader, alongside members of SLT, will continually monitor the impact that Reading teaching is having on the children's learning, through learning walks, lesson observations or drop-ins and work scrutinies, to ensure that knowledge and skills are progressively taught across school. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different contexts, showing independence with their learning. Impact will also be measured through key questioning skills built into lessons, learning objectives and success criteria and summative assessments aimed at targeting next steps in learning.