

## **Reading Rationale**

### **What do we want our children to learn?**

At Ingleby Mill, we aim to promote and implement the teaching and learning of reading as the basis for accessing and understanding the wider curriculum and the wider world. We aim to provide a secure foundation for good future progress throughout school and beyond so that children are confident, fluent and analytical readers.

It is our aim to teach all children both the mechanics of reading and comprehension strategies that can be applied to any text in any subject. Speaking and listening activities are inextricably linked to the reading curriculum. Children are given opportunities to participate with confidence in discussions about what they have read: reciprocal discussions prompt children to think, explore, wonder and enquire. High quality texts provide a 'reading spine' which also form the basis of the writing curriculum. Vocabulary development is promoted and supported through all reading activities.

We aim for children to become lifelong readers who enjoy reading and can express their reading preferences.

***(Please see the following documents for end of year objectives: 'Little Wandle Phonics Programme Overview' and 'Whole School Progression of Skills in Reading'.)***

### **How will we do this?**

#### **Phonics in EYFS & KS1**

At Ingleby Mill, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Ingleby Mill, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Engaging in reading books, reciting nursery rhymes and narrative role-play is part of every day practice in EYFS. The children develop early listening and comprehension skills through sharing books; this can be as a whole class, small groups or one to one. The books and nursery rhymes can be selected by staff at the planning stage and they are a key driver for activities. Along with this, children may select stories they would like the adult to read. Sharing books also enables speech, language and vocabulary development.

The Little Wandle Programme Overview sets expectations for pupil's progress within the phonics programme. Assessment through Little Wandle's assessment tracker allows teachers and practitioners to track pupils' progress.

## KS1

Alongside the phonics programmes, reading sessions take place regularly. This ensures that while children are learning the vital principles of decoding, they are also being exposed to rich texts and vocabulary that will help them to enjoy the shared experience of reading. The sessions ensure the explicit teaching of vocabulary, text comprehension and the development of a love for reading at the same time as developing and improving children's spoken language vocabularies. Pearson's online resource, Bug Club, provides the basis for delivery of structured, progressive sessions covering a wide range of text types. Along side this resource, sets of Guided Reading texts are used from a range of publishers once children have exited the Little Wandle programme.

From Y2, individual children are allocated nationally agreed book banded books to ensure that they are reading texts, which closely match to the sounds that they know. Teachers and support staff hear children read on a 1:1 basis regularly where necessary. Books are both taken home to practise and allocated online to ensure access.

## Key Stage 2

From the end of KS1 to KS2, the focus moves from the mechanics of reading to learning, developing and embedding comprehension strategies with an aim to move towards independent application.

The use of a nationally agreed banded reading scheme continues throughout KS2 providing appropriately matched texts to each child's level of development. Interventions are planned for children who require further support in phonics in lower KS2. Phonological awareness is consolidated and built on through the teaching of spelling rules and conventions throughout the key stage.

The use of Reading Plus in Years 4-6 creates a personalised program for children focusing on silent reading speed and accuracy and specific skills needed to reach age-related expectations. Through the wider range of texts available on RP, pupils are frequently made aware of the connectedness within the curriculum and the relevance of reading across subject areas. Termly lexile reports provide a detailed analysis of children's reading skills.

### Guided Reading

Through daily guided reading sessions, the following comprehension strategies are modelled and practised regularly to ensure they become embedded. Pearson's online resource, Bug Club, provides the basis for delivery of structured, progressive sessions covering a wide range of text types. High quality texts chosen by staff are also used with the teaching of comprehension strategies as outlined below.

#### *Clarifying*

This involves ensuring that words or phrases in the text have been understood by exploring text vocabulary prior to the initial reading of a text.

#### *Summarising*

This involves outlining the key events in a text briefly and sequencing events from earlier in the text. It promotes a basic level of literal comprehension.

#### *Activating prior knowledge*

This involves children drawing on what they already know and understand to make sense of the text as they read it. It helps pupils to infer and elaborate, fill in missing or incomplete information and use existing mental structures to support recall.

#### *Visualising*

This involves asking children to verbalise what they 'see' when they read a text.

#### *Predicting*

Involves anticipating future events in a text by applying knowledge of the world, text types and previous experiences.

#### *Questioning*

This is the most important strategy for developing inference-making skills. It helps children make sense of a text.

#### *Evaluating*

This encourages children to give and justify opinions about what they have read. It will involve activating prior knowledge and connecting ideas to make judgments.

### IMPS' Reading Spine

EYFS: (*see EYFS Overview of reading spine*) Nursery Rhymes, Traditional Tales, Julia Donaldson

Y1: *Thomas the Tank Engine, Percy the Park Keeper, The Lighthouse Keeper stories*

Y2: *The Gruffalo, Charlie and the Chocolate Factory, The Sea Monster, Alternative Traditional Tales*

Y3: *The Iron Man, The King Who Banned the Dark, The Boy Who Grew Dragons, The Wild Way Home*

Y4: *Charlotte's Web, A Place Called Perfect, The Miraculous Journey of Edward Tulane*

Y5: *Journey to the River Sea, A Christmas Carol, Who Let the Gods Out, Beowulf.*

Y6: *Street Child, Oliver Twist, Pig Heart Boy, Shakespeare- A Midsummer Night's Dream and Macbeth, There's A Rang-tan In My Bedroom.*

### **What impact will it have?**

The impact of our reading curriculum is monitored, tracked and assessed regularly.

Across the academic year, progress towards year group objectives is tracked and recorded using Target Tracker and Little Wandle's assessment tracker. Each term, pupil progress meetings take place to discuss year group data and identify individuals and groups who require interventions. Summative assessments take place each half term which assist in making summative judgements and identifying next steps.

The impact of using the phonics programme as the basis of phonics teaching within EYFS and KS1, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum.

Following the programme ensures a consistent approach to phonics that is clear to teaching staff and learners.

During guided reading sessions, structured discussions provide opportunities for 'in-the-moment' formative assessment. Written responses to tasks set for older children also provide summative assessment opportunities, these are recorded in individual reading journals.

For Years 4-6, the use of Reading Plus provides termly Benchmark assessments along with termly lexile reports for individuals.

The impact of our reading curriculum will ensure coverage of the statutory requirements outlined in the 2014 National Curriculum. It will also prepare children for the statutory Year 1 phonics screening check, Year 2 SATs and Year 6 SATs.