

What does reading look like at Great Doddington Primary School?

Intent

We believe reading is the key that unlocks all other learning for pupils, and for this reason we place reading at the heart of our curriculum.

Our intent is to provide a high-quality reading curriculum that provides our pupils with the reading and vocabulary knowledge and skills they need for the next stage of their education and beyond. Our Reading curriculum enables our pupils to:

- To inspire a love and enjoyment of reading and develop oracy through language acquisition (Reading and oracy)
- Develop a curiosity and interest in exploring the world by learning about different places and people (Equality and Diversity)
- Challenge perceptions and create openness and respect for others (Equality and Diversity)
- Develop oracy skills through opportunities for discussion and research (Reading and Oracy)
- Make connections to other areas of learning to help pupils make sense of global issues (Equality and Diversity)
- To develop the cultural capital within reading by ensuring all children can access quality reading material (Equality and Diversity)
- Through the texts we use we aim to reflect a diverse population that encourages social inclusion (Equality and Diversity)

Implementation

We want children to develop a passion for reading that will last a lifetime. Children are encouraged to read for pleasure and to read across the curriculum to support their knowledge and understanding in all core and foundation subjects.

The starting point for curriculum planning in reading is the National Curriculum at both Key Stages 1 and 2. This provides a broad framework and outlines the knowledge and skills taught. From this we have developed a reading curriculum based on what we know of the unique needs of the pupils in our community. Our progression of knowledge and skills document contains the key knowledge and skills our pupils need to know in each year group as they progress through the school and helps us link reading skills to other subject areas as well as enabling us to see clearly what pupils have learnt before. Key learning is mapped out from EYFS until year 6 so there is a journey of progression in knowledge and skills as pupils move through the school, enabling us to be sure that our teaching is progressive and builds upon previous learning.

Reading lessons are taught consistently as part of the weekly teaching and learning sequence of English lessons so that children are taught the skills necessary for interrogating texts. Daily reading time is used for children to practice the skills of reading and enables children time to immerse themselves in a book. Daily stories are shared in all classes from EYFS to year 6, this enables children to develop an appreciation of a text being read aloud to them. EYFS and KS1 provide opportunities for children to read and reread books that match closely to the phonics progression. Within KS2, reading books are linked to the Accelerated Reader programme. All children are regularly assessed on this system and they know their reading level in order to choose books that are correctly suited to their ability, as well as having opportunities to take books home from our libraries.

What reading learning looks like at Great Doddington

- Learning builds on from what has been previously taught
- Opportunities for discussion
- Children show a sense of pride and success over their learning
- Children have a wide range of reading material available to them
- Children are encouraged to answer in full sentences to explain their thinking and use VIPERS stems to assist their explanations
- Learning tasks include scaffolding so that every pupil can access learning at an appropriate level
- Careful questioning is planned for enabling children to discover and explore
- Reading across the curriculum is key to learning
- Reading at home is encouraged to continue to build on skills taught at school and to develop that love for reading.

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Impact

Clear end points have been identified for pupils for each academic year so we know whether they are meeting expectations, working towards or working beyond them.

- Children can articulate what they have learnt.
- Children demonstrate a range of reading skills.
- Children talk about reading with enthusiasm and enjoy reading a range of texts for pleasure.

Principles of learning in reading:

- To develop and promote an 'everyone can' attitude- for all children to succeed
- To frequently revisit learning
- To have high expectations for all pupils
- To prepare children for next steps in learning
- To develop confident learners
- To develop learners that are independent and resilient
- To develop the acquisition of oracy skills through the use of a broad vocabulary
- To develop their understanding and expand their vocabulary
- To support children to make connections in their learning with other subjects