

Subject on a page:

Reading

At Southbroom St James Academy we believe reading is an essential life skill and reading lies at the heart of our curriculum.



Intent - we aim to...



Foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.



Provide children with necessary life-long skills to ensure they can read confidently and with a secure understanding.



Build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents & incorporating visits to our school libraries and local bookshops.



Provide plenty of opportunities to read for pleasure.



Ensure reading is a transferable skill and that children are reading across the wider curriculum.



Develop a consistent approach to reading teaching in order to close any gaps and to target the highest number of children attaining the expected standard or higher.



Implementation - how do we achieve our aims?

We view reading as an entitlement for all, and that reading is key to academic success. By centring reading at the core of our curriculum, we are instilling in children an understanding that reading is a transferable skill that will benefit them in all subjects. We ensure that children read within & outside of reading lessons, where they can read for a range of purposes:

Reading for practice

Reading for pleasure

Reading for meaning

Reading for practice

Learning to read

A systematic approach

Across the school we use a systematic synthetic phonics programme called '**Essential Letters and Sounds**' which is supported by a comprehensive scheme of reading books provided by **Oxford University Press**. Identified children have daily phonics or spelling sessions where they participate in speaking, listening, spelling and reading activities that are matched to current needs.

Daily reading practice

All children read aloud daily during group/whole class reading and throughout other subjects. In addition, the lowest 20% read at least once more a week with teachers, TAs and reading volunteers. In KS2 the focus is primarily on comprehension, as the expectation is that children will read with an appropriate level of fluency. Those who are less fluent are heard read daily, and the reading speed and fluency of all children across the key stage is also checked each term. Reading for Pleasure is used to listen to readers 1:1, with a particular focus on the lowest 20%.



Support to catch up

Teachers draw upon observations and continuous assessment to ensure children are challenged, and they identify those who may need additional support. Children requiring phonics intervention are carefully planned for by assessing their gaps and using '**Essential Letters and Sounds**' planning to support.



Access to appropriate books

We recognise the importance of reading at home to practise and embed reading skills. In KS2, books in the library are banded by age-appropriateness and text difficulty and children freely choose these books. Teachers monitor choices to ensure texts are appropriate for reading abilities and appropriately challenging.

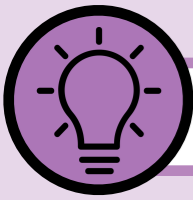


Home reading tracked

Home reading is carefully tracked using GoRead. (online reading record). In KS2, children independently record their reads and teachers monitor frequency & book choices.



Implementation - [continued]



Reading for meaning Reading to learn

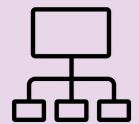
Daily comprehension

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are required for children to become accomplished readers. In Years 3-4 we deliver daily whole class reading sessions based on comprehension and vocabulary development.



Clearly structured lessons

Whole class reading lessons in Years 3-6 are structured to allow children to develop as competent readers who can discuss and record their level of understanding of texts read. These Teaching of Reading lessons are primarily centred around the reading content domains and these are shared with children (vocabulary, inference, prediction, explaining, retrieval, summarising/sequencing).



Reading for pleasure Reading for enjoyment

Access to quality books

Children are offered high-quality books that reflect the diversity of our modern world. Our classrooms all have book corners and our library is well-stocked. Where children make choices more independently, staff are on-hand to assist children and provide additional support and recommendations when needed.



Impact - how will we know we achieved our aims?



Book talk to express understanding

We recognise that reading is more than practice and written comprehension, and that children should be given opportunities to discuss a text verbally. This is carried out through Book Talk sessions. In these lessons, children discuss texts read by focusing on different aspects of understanding and deeper meaning.

Strong vocabulary development

High quality texts and passages are chosen in reading lessons, appropriate to the expectations of year groups or abilities of children. Vocabulary is explored and developed, with teachers providing opportunities to explore definitions of new words and make links between these words and known words.



Reading across the curriculum

Teachers provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotional literacy (e.g. in PSHE).



Allocated time for reading

We recognise that to develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. In KS2, children are given Reading for Pleasure time, in which they can read books of their choosing or explore texts that teachers have selected for them to try. This encourages children to make new choices. Children make recommendations to each other, Year 5 and 6 present their favourite books to their classes.



Essential story time

Teachers read to children in all classes, and story time is a key part of the day. In KS2, children help select class reading texts, which are read to children 10 minutes daily.



By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure.

As we believe reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments, and essential skills allow children to transition confidently.

Children read for meaning and for pleasure; staff enthusiastically share texts and show themselves as readers; and parents/visitors actively support us

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons & beyond.

Children read in other subject areas and as a result their skills are enhanced & understanding of the world increased.

A high number of children achieve the expected standard or higher, and through target intervention, those who find reading challenging are helped to catch up.