



Tower Hill Primary School Reading Rationale

Intent:

At Tower Hill Primary School our core vision is that **ALL children will be equipped with the skills, knowledge, understanding and empathy that will lead to them being able to make their own choices in life, successfully.** We believe that it is vital for children to learn to read confidently in order for them to become independent learners. We aim to develop a rich reading culture throughout the school through teacher modelling, the well-resourced school library, vocabulary rich displays and classroom libraries.

At Tower Hill Primary School, we strongly believe that reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. We know that it is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject to be successful in their forthcoming secondary education.

We strive for all to be actively engaged in their own learning, to be motivated and eager, to achieve and attain to their own full potential in Reading.

Implementation:

At Tower Hill Primary School, reading is taught in a number of ways. Children will be given many and varying opportunities for reading which are not restricted to Literacy lessons. These include:

- ✓ Independent Reading
- ✓ Guided Reading
- ✓ Shared Reading
- ✓ Whole Class Reading
- ✓ 1:1 Reading with an adult

At Tower Hill Primary School, all children from Year R to Year 6 take part in weekly reading sessions and the structure and delivery of these vary depending on the year group. The teaching and learning of 'reading' takes place within whole class and group settings which will be planned and led by the class teacher as well as 1:1 focused teaching delivered by skilled practitioners to build on the needs of individuals. Through the implementation of our Reading Curriculum, learning should be consolidated and built upon each year, ensuring that the children leave each phase of their learning with the relevant skills and knowledge. All class teachers understand the importance of reading in being able to access the whole curriculum and this is taken into account when planning and teaching specific reading skills.

At Tower Hill Primary School, we realise that there are many aspects to the teaching of reading including phonics, decoding, fluency and comprehension as well as developing a 'love' of reading. Each of these is carefully considered and planned for based on the needs of whole class, groups and individuals across Early Years, KSI and KSII. We know that it is essential that teaching focuses on developing pupils' competence across these different aspects.

The National Curriculum states that **'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:**

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading

It also states that 'The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Early Years Foundation Stage:

The Early Learning Goal for Reading states that:

- children read and understand simple sentences.
- they use phonic knowledge to decode regular words and read them aloud accurately.
- they read some common irregular words.
- they demonstrate understanding when talking with others about what they have read.'

In the Early Years, children are introduced to reading using the Read, Write Inc. Phonics scheme. This is taught discreetly in dedicated phonics sessions where children are grouped by ability. Children are also exposed to and have time to practise phonics during child-initiated play. Children all have a reading book which is carefully matched to their phonic level and is regularly reviewed during 1:1 time with the class teacher. Children also work in small groups to participate in Guided Reading sessions to promote the love of reading.

Key Stage I:

As the children move from the Early Years Foundation Stage into Key Stage I, teachers continue to build on developing phonic knowledge, making sure that pupils can sound out and blend unfamiliar words quickly and accurately. This is taught as part of discreet phonics sessions following Read, Write, Inc. Phonics. Children are regularly assessed and grouped to ensure that the teaching continually builds on previous learning, with the focus on ensuring that all children are able to decode. This phonic knowledge is also developed through carefully matched reading books. All children in KSI have a reading book matched to their reading ability, which is reviewed regularly by the class teacher during 1:1 reading sessions. At Tower Hill, we know that these foundations for reading are vital in unlocking the whole curriculum so as in the Early Years, reading pervades the whole curriculum.

As well as phonics children also participate in other dedicated reading lessons in order to develop comprehension skills. All children in Year 1 participate in whole class reading sessions where they share a text, discuss themes and respond to carefully crafted comprehension questions. As the children move into the Spring Term of Year 2, these sessions become more formal Guided Reading sessions where children are introduced to the key skills of retrieval, inference and explanations through texts such as Blue Penguin and The Light House Keeper's Lunch. The aim is to create fluent and independent readers by the end of Key Stage I so that they are ready for the expectations of Year 3 and are able to access the wider curriculum.

Key Stage II:

As children move into Key Stage II, the focus of reading moves more towards developing comprehension skills including inference, understanding themes and authorial voice, predicting, summarising, explaining, skimming and scanning as well as ensuring that we continue to develop children who love to read. This is done in a variety of contexts including:

- Guided Reading
- Shared Reading
- 1:1 Reading with an adult
- Whole Class Reading

Guided Reading

Guided Reading is taught as part of planned Literacy lessons in whole class and differentiated ability groups. Guided Reading takes place at least once a week. During these sessions, all children will read and respond to a challenging whole class text driver with the teacher and LSA supporting. Guided Reading sessions will provide the children with an environment where they can learn and practise their reading and comprehension skills. Sessions are carefully planned with clear learning objectives and outcomes in order to develop basic and higher order reading skills. Text drivers are matched to the age of the children and are therefore challenging. These include a range of picture books, novels, heritage texts, poetry and modern classics including *The Iron Man* (Y3), *The Nowhere Emporium* (Y4), *Street Child* (Y5) and *The Boy in Striped Pyjamas* (Y6).

Shared Reading

Shared Reading takes place within Literacy lessons. The teacher models reading skills and strategies to the whole class as an expert reader. The texts selected for shared reading are quality texts that reflect the teaching objectives. These are often, but not limited to the whole class text driver.

Whole school, whole class reading

We believe at Tower Hill that children don't just need to learn to read but that they need to develop a love of books and reading. All year groups, are read to daily by their teacher - this is a whole school initiative. This is teacher led reading with the children listening and responding to the text as appropriate. This activity takes place in all classrooms with all children. During whole class reading, children will gain exposure to and experience of a range of genres which they can then apply when choosing books for independent reading. The book chosen for whole class reading will be a book that is aimed slightly above the strongest readers in the class in order to expose all children to a wider range of books than they can access independently. This book could be the whole class text driver or a book in addition to this.

Impact:

In Reading, we regularly assess the children to ensure that all children are making progress. We strive to ensure that our children's attainment is in line with, or Exceeding, Age Related Expectations. We know that it is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in order to access their secondary education.