



Curriculum Overview / Reading Rationale ~ February 2022

Intent

At Birkwood Primary School, we believe that reading is the key to success. Reading knowledge and skills development begins as soon as children enter our Foundation Stage in the Nursery and continues throughout school, appropriate to the age, ability and needs of our children. The teaching of reading at Birkwood is sequential and progressive. The acquisition of reading begins with decoding and fluency leading to automaticity, speed, accuracy, rhythm, phrasing and expression. It is our intention that children master reading comprehension through the explicit teaching of whole class VIPERS reading sessions.

All staff and governors consider the teaching of reading to be a priority and continually strive to improve and develop to ensure that our children are fluent, competent readers by the time they are ready to leave. Reading is at the core of teaching at Birkwood Primary School and children are given the opportunity to apply reading skills in a range of ways throughout the school day. Our ultimate aim is to enable our children to access a wealth of available literature both in school and beyond, to learn about the world around them. The ambitious reading opportunities provided, improve children's vocabulary, leading to well-developed language skills, forming a strong basis for writing. As well as teaching reading skills, we foster a love of and passion for reading whilst building a lifelong enjoyment of books. We expose children to a broad range of high-quality texts across the curriculum, which builds cultural capital in order to enhance imagination and provide children with entertainment, fulfilment and knowledge.

Implementation

Phonics / Early Reading

The **Read, Write Inc.** systematic synthetic phonics programme is used to teach phonics at Birkwood. This begins in Nursery, when teachers identify that children are ready, and continues from the beginning of Foundation Stage 2 throughout Key Stage One or until the children have completed the RWI programme. Please also see the phonics progression document which shows how skills are developed. Phonics is taught daily, without exception, at 9am for 50 minutes and is streamed across F2 and KS1 to ensure that all children receive teaching which is tailored to their current need. A keep up approach is used to ensure no pupil falls behind. The fluency and decoding document maps out the expectations for each year group, each term. We ensure that the Early Reading Lead has protected time each day to monitor and coach all adults in delivering quality first teaching and learning. Weekly meetings take place and teachers and support staff are signposted to high quality resources on the portal to support continuous professional development.

Whole Class Reading

Across school, children access a wide range of comprehension activities. Tasks are appropriate to the ability of the children and have a clear focus. Reading comprehension skills are firstly taught and clearly modelled by adults before children are asked to practise and apply these skills to a range of contexts. During daily whole class reading sessions, teachers explore high quality texts with the children and teach key comprehension skills including; vocabulary, retrieval, inference, prediction, explanation, structure, sequencing and summarising (VIPERS).

Class texts are chosen to both engage and challenge the children and to promote a love of reading. Texts are mapped out on reading spines to ensure that there are no overlaps within or between year groups and to enable all children to be exposed to a breadth of children's literature. Children have the opportunity to listen to their teacher reading, where a passion for reading is shared and how to read with fluency and expression is modelled. Teachers use skilful questioning techniques to enhance children's knowledge and understanding whilst encouraging discussions. The Sequence of a Birkwood Reading Lesson document is used by all adults to ensure consistency across school.

Individual Reading

There is an expectation that all children read, daily, at home. Children will bring home a variety of books for their home readers/individual reading books. In F2 and KS1 children will take home a copy of the daily text they have been reading in their phonics group, a sound book containing their new sound, and a book bag book. In addition, children take a book from their library to encourage a love of reading. We encourage parents/carers to read to their child as well. In KS2, children bring home two books. One of these is an age-appropriate text from their year group selection in the school library which they will read to their adult at home. In addition, they choose another text which is to encourage a passion for reading which is also shared with their adult at home. Staff in school listen to children read regularly and ensure that the books they choose are at an appropriate level for each individual child. All adults are knowledgeable about which children need additional support and make time to ensure these children enjoy additional one to one reading sessions; every day whenever possible.

Reading for Pleasure

Children have access to a wide range of texts that they can choose to read for pleasure. All classes throughout school have times throughout the week where they will visit the newly installed library and choose from the brand-new texts available to them. Reading Areas are set up in every classroom to promote a love of reading. Within reading areas there are a wide range of stories, poetry books, play scripts and nonfiction texts for the children to read independently, with their peers or with adults, appropriate to their age and ability. Reading is celebrated in school and there are a range of reward systems in place. Each week a 'Reader of the Week' is chosen from each class and presented with a certificate in Celebration Assembly. There is also a reading ladder reward system in each class that children move up every time they read at home or independently in class; children also earn rewards for reaching the bronze, silver and gold levels on the reading ladder.

Reading Ambassadors

Our reading ambassadors are made up of a keen team of KS2 readers, one from every class. They help to promote a vibrant reading culture across school by helping in a number of ways; at reading events such as World Book Day, organising the library, helping others to choose books and sharing their passion for books with our school community and with special visitors. They are actively involved in regular meetings with the reading lead and will be in charge of opening the new library each day.

Development

We ensure full coverage of the EYFS framework and the National Curriculum for reading, which all pupils access. The progression documents, reading spines, end of day texts and VIPERS lesson structure are used to plan ambitious learning, address gaps and monitor progress. This is monitored by the reading lead through regular meetings with teaching staff across school.

In order to fulfil our intent and engage all members of the Birkwood Community, we provide a range of communication to inform and update on all developments. This includes; parent workshops, governor information presentations, staff training and CPD. We ensure adults are knowledgeable about current research and best practice developments by signposting them to relevant websites such as; Literacy Shed and Book Trust. Everyone has an awareness of the importance of having a strong understanding of children's literature and key members of staff continually share expertise.

Impact

Through the teaching of systematic synthetic phonics, our aim is for all children to become fluent readers by the end of Key Stage One. Attainment in Phonics is measured through both the Read, Write Inc programme and the Phonics Screening Check at the end of Year One. Children are also given the opportunity to apply their skills to practice screening tests so that they are familiar with the format and to allow staff to identify any children who may need extra support. To ensure we are providing our children with the best possible opportunities, we have an Early Reading Lead, who monitors the progress of all children throughout EYFS and KS1 and works with staff to deliver continuing professional development opportunities. The Early Reading Lead works collaboratively with the Reading Lead to ensure smooth transition and continued progress for pupils who have not yet completed the RWI programme on entering Year 3.

By ensuring children are fluent and accurate readers by the end of Key Stage One, we are able to focus on developing the children's fluency and comprehension skills across Key Stage Two. The Reading Lead monitors reading through book looks, drop ins, pupil voice, professional discussion and staff surveys. Monitoring ensures that teachers teach explicit reading skills using the VIPERS structure. Also, checking that knowledge and skills progress is evident in the children's comprehension books throughout school with clear reference to the documentation. Attainment in reading is measured both through the use of NFER reading assessments in Years One, Three, Four and Five and through using the statutory assessments at the end of Key Stage One and Key Stage Two. These are used alongside teachers' professional judgement and knowledge of individual children.

We strongly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the use of and results from statutory assessments. We encourage all children to develop a love of reading and strongly emphasise reading for pleasure. Children are

encouraged to develop their own love of different authors and different genres and to share their passion for texts with their peers and their teachers. Workshops, trips and celebration events all present exciting opportunities to embed this.

Summary Outcomes

Leaders are determined that every pupil in Birkwood Primary School will learn to read, regardless of their background, needs and abilities.

We aim for all children to leave KS1 with good phonics' knowledge so they can access the wider curriculum and develop higher order reading skills throughout KS2. When children leave our school, we want them to be fluent, confident, life-long readers with a love of books.

Therefore, reading is and will continue to be a priority in our school.

Areas for Action

- To embed the use of RWI to ensure consistent practice in phonics
- To bring phonics pass rate more in line with National
- To embed the use of VIPERS to teach comprehension skills consistently across school
- To establish access to age-appropriate texts across school
- To continue develop and celebrate a love of reading in all pupils across school

Please also see the School Development Plan