



Reading Rationale

Intent:

At Sutton Park Primary RSA Academy, reading is a vital part of our school. Reading is a skill for life; it is an everyday activity. To read is to learn and grow, to experience, to empathise, to understand, to marvel, to wonder, to laugh and to cry. Reading is not simply the decoding of marks on a page but an experience which involves the ability to read with understanding. If reading isn't pleasurable or fulfilling, children won't choose to read, and they won't get the practice they need to become fluent readers. Therefore, reading means developing and maintaining the motivation to read.

“It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations – something that will help them to make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.” Katherine Patterson

At Sutton Park, our aim is to develop enthusiastic and confident readers who can understand a wide range of texts. Success in reading can have a direct effect on progress in all areas of the curriculum and is therefore crucial in developing children's self-esteem, confidence and motivation. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. Children will have the opportunity to read for a variety of purposes and become comfortable with a range of different writing forms and genres. At Sutton Park, our children will see reading as an opportunity to explore their interests and to share this with others. We aim to inspire them to want to read later in life, in whatever genre or format they choose.

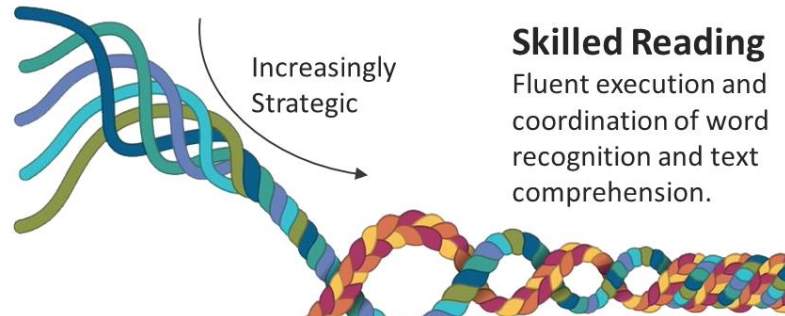
Implementation:

Reading begins in Nursery, with books being a central point of learning. Children here explore rhyme and letter sounds informally before moving to formal phonics in Reception. In all phases, teachers use key texts to support and drive our curriculum, with all topics having a text at the centre. This, alongside other related texts, provides children with a wealth of experiences and exposure. In order to develop pupils' fluency, confidence and enjoyment in reading, we ensure we have a rigorous and sequential approach to the reading curriculum. This begins in Reception and remains a priority throughout the school. We explicitly teach fluency skills through 'Buddy Reading' and in class reading lessons.

We use the thinking shown in the image of the reading rope below to help us to plan, teach and weave together the different strands of reading. All of these strands are vital components of children becoming skilful and thoughtful readers. To be a confident reader, children need to use all of these skills simultaneously; however, in order for the children to develop these skills, teaching will often prioritise different strands of the rope over time, striking a balance between explicit instruction and guided work. The “Word Recognition” strands, which are the focus of daily phonics instruction from Reception onwards, become more and more automatic with practice and aim to develop fluency. Fluency in decoding underpins how children are able to read increasingly demanding material. The “Language Comprehension” strands, which begin with being read to and immersion in stories, show a movement over time towards becoming more deliberate in their use as children read increasingly demanding texts with deeper levels of complexity. Our teaching enables the children to become more aware and in control of what they are doing, and more thoughtful in their responses to what they read.

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Our children will:

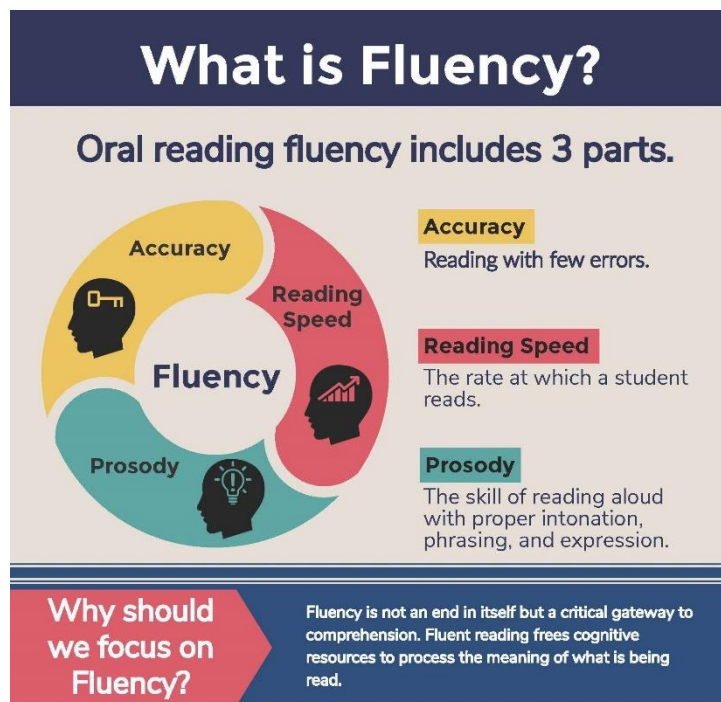
- Develop and explore their vocabulary and interest before learning to read using PAIR books in EYFS, encouraging parental structured discussions.
- Learn to recognise letter sounds (phonemes); identify how sounds are recorded (graphemes), segment and blend to read words accurately using the Read, Write Inc.(RWI) Phonics scheme in EYFS and Key Stage One, with children in Key Stage Two who need further intervention also accessing this.
- Read matched books, either through RWI books, colour banded books or books appropriately matched to their reading age.
- Build comprehension skills through the use of VIPERS which identify the 6 content domains set out in the National Curriculum.
- Discuss their reading in a range of situations including whole class, partner talk, buddy reading and with parents and other adults.
- Be exposed to a wide range of texts and reading in all subject disciplines including sharing class texts, which are voted for by the children.
- Develop and improve their fluency and reading age through the use of formative and summative assessments.

Assessment

In order to have a complete picture of each child as a reader, we use a range of assessment tools to support teachers effectively:

- Children's phonics ability is assessed through the Read, Write. Inc scheme. This is done half termly to ensure staff have an up to date, accurate picture of where the child is in relation to their phonic ability. Phonics groups are then updated using this gap analysis to ensure the children are receiving lessons appropriate to their stage and ability. Pupils needing extra support are identified for phonics interventions.
- NGRT assessments are used to identify a child's reading age, with individual reports created to support tailored interventions for children requiring further support. This data is then used to inform in class planning as well as interventions and further support. This is done in line with the school assessment calendar. Children in the lowest 20% of each class are tracked throughout the year and required to complete an additional assessment to monitor progress. Individual reports are shared with staff to identify gaps and strategies to fill them.

- PiXL assessments are used to gain an understanding of a child's reading comprehension in terms of ARE. Gap analysis is used to support reading lessons so that planning is matched appropriately to the needs of the children. This is done in line with the school assessment calendar.
- Fluency is assessed using age related texts which identify the number of words per minute the child is able to read. This also informs staff on the child's prosody (reading for meaning) to ensure that they are an effective reader. This information is used to support interventions as well as to support the grouping of in class 'reading buddies'. Reading fluency is comprised of three parts, as shown in the image below. Assessments take note of all of these areas so that teachers have a clear picture of a child's fluency.



Inclusion

At Sutton Park Primary RSA Academy, reading sessions are designed to be accessible for children of all abilities and backgrounds. Adaptations will be made to curriculum, equipment (including SEN specific laptops for targeted pupils) and to resources to allow all pupils with SEND to read to the best of their ability. This also includes children who are academically more able. Provision is also made for children with EAL. This provision is monitored closely by the Reading leader in accordance with the SENCO, SLT and Governors.