

Reading One Page Overview

Intent:

 Confident, Happy Writers- Children have a love and passion for writing and enjoy expressing themselves.

 Healthy minds- Children will ask questions about what they have read, will learn from their reading and will have the curiosity to seek out new learning.

 Promising futures- Children will have the knowledge and understanding to go into the next stage of life with the ability to accurately read and comprehend any text in which they are faced.

The Reading curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

Character: Reading is a transformational gift for life. All children will read with intrinsic motivation - being rewarded for their efforts with a love of reading, a wide and rich knowledge and understanding of the world, empathy and compassion. All children will engage with quality literature and poetry which tell different stories from different people. All children will explore a diverse range of academic text with a focus on acquiring a deep and word rich vocabulary. We will nurture all our young readers, regardless of their starting points to discover a literate identity for themselves.

Competence: Competence in reading is a window of opportunity. To achieve this for all pupils we commit to aspirational, intentional and evidence-based practice harnessing the most recent research on cognitive science. We have ambitious outcomes for all children, and all children will position themselves as readers – developing and changing the way they feel about literacy. Their reading preferences will be validated and expanded. As they read, they will have the ability to self-regulate, self-correct and they will expect what they read to make sense. All children will understand that their reading improves in power and flexibility the more it is practised. All children will use reading as a vehicle to express their own reasoned opinions, be confident to have their understanding challenged and use reading to learn and to learn more.

Community: Reading is the window which has the power to connect us as a community. We are a local, regional, national and global community of readers. We are a family of readers, and we are readers who teach. Home reading is at the heart of our communities. We strive to forge genuine and equitable relationships with parents; we do this early, and these relationships are long-lasting and change over time. Our communities read with their children for as long as they will let them and show an interest in their reading when they're older. We enable our community to inspire a love of reading in the home, in our schools and in our hubs. We learn from each other, respect and value similarities and differences in our reading habits. We talk about books, we recommend books, and we are interested in each other's reading repertoire and reading habits.

Implement:

Coverage through reading curriculum:

- To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science, including Sweller's cognitive load and Rosenhine's Principles, to develop pedagogy and specific CPD to ensure subject content is expertly delivered.
 - Fast access to visual information in print is of the greatest importance in literacy learning. With effective, systematic and discrete phonics instruction children will develop acute phonological and phonemic awareness, understanding that the sounds of spoken language work together to make words.
 - We follow a novel study approach which allows children to become immersed in a high-quality text. We dive into the language, characters, sequence and themes within the story.
 - We develop the child's ability to 'Read for Purpose': Several large scale research pieces in reading found that good readers were able to take advantage of signals within the text to select important ideas and generate a 'gist'. This gist helped them recollect more important information after reading.
 - The goal of reading is being able to understand text, a task of immense complexity. The Scarborough Rope model (2001) depicts many strands of reading that when woven together result in the execution of skilled reading.
 - As soon as reading instruction is underway, all children will be taught to integrate information from a range of cue sources including phonics, semantic information and language.
- Extra-curricular: Prior to COVID measures...**
- KS2 Reading Buddies deployed throughout KS1.
 - Regular Parents and Carers Reading Workshops and 'Books at Bedtime' events.
 - Reading areas used at playtimes and lunchtimes for children to enjoy quiet reading.
 - Playground monitors read with younger learners during lunchtimes.

Assessment: Each term pupils also complete a nationally standardised test in reading and results are examined at an individual academy level and trust level. This further supports staff in identifying any children in need of additional support. Question-level analysis from these assessments can then guide pupil practice focus in the following term

- Normative, standardised tests include:
- Phonics check throughout Year 1
- Phonics check at the end of Year 1
- End of term Headstart Tests
- Regular comprehension activities
- KS1 SATs and KS2 SATs.

Monitoring:

- Book scrutinies, planning scrutinies and lesson observations are completed termly to ensure expectations are being met.
- Staff CPD sessions are built around monitoring outcomes.

Impact:

Data (2019):

- Phonics- 85% all. 83% disadvantage (above national).
- KS1:
 - 79% ARE (above national)
 - 24% GD (above national)
- KS2:
 - 78% of all achieved ARE (above national)
 - 85% of disadvantaged achieved ARE (=10% above national)
 - 20% of all achieve GD.

Teacher CPD/monitoring:

- Teachers are involved in PAS coaching to constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one approach, ensure each adult knows the relevant next steps to maximise learning opportunities.
- Teachers understand that responsive teaching ensure children's gaps are identified and children can reflect and improve their own learning.

Community/families:

- Pre-COVID, the % of regular readers is increasing year on year.
- The community enjoys events such as the Books at Bedtime events, Reading Workshops and value reading in their homes.