

## Reading at Southover School

English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses in the areas of reading, writing, speaking and listening.

### Intent

At Southover, we are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success. We want pupils to develop a love of reading and become enthusiastic readers. We aim for pupils to have a good knowledge of a range of authors and be able to understand more about the world in which they live through the knowledge they gain from texts. At Southover, we want all children to understand the importance of reading. All pupils will be given the opportunity to read a broad range of text types and genres. We want pupils to be able to see themselves in stories and for them to be confident choosing their own books and recommending books to others.

We intend to equip children with the key strategies for reading (through our teaching of phonics) and provide many opportunities (often with cross-curricular links) for discussing and understanding texts. As teachers, we provide children with an enthusiastic and positive attitude towards reading by being 'reading teachers'. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills. At Southover, we aim to have a positive home-school partnership, which will provide parents and carers with the knowledge of ways to enhance the skills being taught in school through high quality texts.

We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts.

### Implementation

To create life-long, enthusiastic readers, we:

- Teach phonics and reading skills predominantly as whole class lessons, so that all children have access to the age related skills and knowledge contained in the National Curriculum.
- Teach the key skills in segmenting and blending to ensure that children will be equipped with the knowledge to be able to complete the phonics check at the end of year 1.
- Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever

possible. Outside of lessons, interventions (like 'Every Child a Reader') take place to support children struggling with their decoding and comprehension skills.

- Regularly promote and encourage reading for pleasure. Independent reading occurs regularly in KS2 (during registration for 10 minutes or at any other given time); a class story is read by the teacher to the children daily (for 15 minutes minimum) which is chosen from our Southover Reading Spine; writing units are often text-driven; children are required to read regularly at home as part of the homework policy in KS2; and a variety of texts are used to support the learning in foundation subjects.
- Have class libraries and a junior library which have a broad variety of books for children to choose from. We will ensure that we have a wide selection of BAME books and books with lead characters that have SEND for teachers to use in lessons and for children to read so that children can see themselves in stories.
- As teachers, will encourage reading by being reader teachers - discussing books with the children, recommending books to their individual tastes, creating displays and areas which celebrate reading (such as the library, books and displays in classrooms), and connecting with authors (such as via Twitter, Skype and writing letters).
- Provide twilight sessions for parents to attend to find out more about how to support their children as readers. Training for parents and carers if they want to become reading volunteers where we provide a variety of strategies for helping children decode and comprehend a text.
- Promote reading via a range of events: World Book Day, Roald Dahl Day, interactions with authors via Twitter, sponsored reading, in school competitions, author visits, 500 words competition, books used in assemblies.

#### EYFS and KS1:

- In Reception and Key Stage One, every child takes home a phonetically matched decodable reading book- these are either Sounds-Write or Phonic Books. For most children, these books will be a minimum of two units behind the one they are currently working through in class. The books that are sent home are books that have been shared in school with the class teacher or teaching assistant during a twice weekly guided reading session. Our aim is to support all children in becoming confident, fluent readers who are able to use their phonics knowledge to finish a book independently.
- The use of helicopter stories in EYFS allows children to recall stories through drama activities.
- The use of Drawing club is used to develop imagination and a love of story telling.

- During the Summer Term in Year 1, pupils undertake a Phonics Screening Test which assesses their ability to apply what they have learnt. After this, or beforehand dependant on teacher discretion, lessons move towards whole class reading lessons that take the same model as Years 2 to 6.
- 30-minute whole class reading lessons begin in Autumn 1 for Year 1 and 2 three times a week. Responses are either verbal or written in books.
- From Spring 1, Year 2 children independently complete weekly comprehension tasks.

### KS2:

- All children in KS2 take part in 40-minute whole class reading lesson three times a week. Scaffolds are used to support disadvantaged and children with SEND. A range of text types are used throughout the year. A range of ways of reading the text are explored (teacher reads to set the pace/ tone and then individual children read aloud, partner reading, echo reading, choral reading).
- The class novel is used two times a week to ensure understanding and to allow the children opportunities to discuss key themes through PSHE questions. Some classes have a display for the class text with names of characters, key events in the plot, setting and predictions for the children to refer to. Reading Dogs are used to teach the variety of reading skills to the children and are regularly displayed/referred to in lessons.
- Pupils are regularly encouraged to read at home. In LKS2, parents will comment on their children's reading weekly. In UKS2, pupils keep a record of books that they have read in their reading bookshelf in whole class reading.
  - Reading interventions take place for those children that are below the age-related expectations. This may include 1:1 reading with an adult or small group interventions for comprehension.
  - Phonics and spelling interventions also take place to help with reading.

### Impact

We intend for our children to have a thirst for reading a range of genres, including poetry, and be able to participate in discussions about books. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience. Children will have seen people like them represented in books, allowing them to feel a sense of place in the world and they will demonstrate compassion to their peers, community and the natural environment.

Pupils of all abilities will be able to succeed in all reading lessons, building on their prior knowledge. Summative assessments will be entered into Target Tracker

*each term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements for the most part on the quality of the written outcomes pupils give after structured teaching within the agreed reading skills. Teachers may also complete reading assessments to provide another piece of evidence to support their assessment judgement.*

*The % of pupils working at ARE within each year group will be at least in line with national averages. The % of pupils working at Greater Depth within each year group will be at least in line with national averages.*

*By the end of their time at Southover, all children should be competent readers who are prepared to read fluently and with confidence in any subject ready for their forthcoming secondary education.*