

## **Fair Acres Federation**

### **Reading**

#### **Intent, Implementation and Impact**

##### **Reading intent**

At Fair Acres Federation, our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful citizens. Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text-based approach, which allows us to meet the needs of the children that we are teaching - through choosing a text that will engage, inspire and motivate. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals. As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing for a range of real purposes and for real audiences. Exploring texts in depth and through a clear sequence of lessons, gives children the opportunity to develop confidence in writing. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum. The sequence of lessons provides children with frequent opportunities to revise, edit, and publish their work.

##### **Reading implementation:**

Throughout EYFS, Key Stage 1 and 2, we teach English through the use of high quality picture books, novels, poetry and non-fiction engaging pupils using a wide range of teaching approaches. Children are immersed into the text through music, art, drama, discussion and role-play.

Our pupils are encouraged to read for pleasure and to read widely and all classes have frequent use of the school library.

We also provide enrichment opportunities, such as exploring our local area with our pupils to inspire reading and writing, hosting author workshops, participating in Book Week, celebrating World Book Day and running poetry and creative writing competitions. This ensures that children benefit from access to positive role models from the local and wider locality as well as being inspired by what surrounds them. These additional experiences help us to enrich the curriculum even further and continue to deepen the children's learning.

The systematic teaching of phonics is of high priority in EYFS and KS1 (and into KS2 as required).

- All learners in Reception and KS1 (on the phonics programme) have daily phonics sessions using the 'Little Wandle Revised Letters and Sounds' systematic synthetic phonics programme.
- Little Wandle Revised is a method of learning letter sounds and blending them together to read and write words.
- Teachers draw upon observations and continuous assessment to ensure learners are stretched and challenged and to identify those who may need additional support.
- Learners work through the different stages, learning and developing their phonics sounds and knowledge.
- Specific phonics interventions continue into KS2 for those children who did not pass the phonics screening or who need additional phonics support.
- We recognise that systematic, high quality phonics teaching is essential but additional skills and opportunities are needed for pupils to achieve the goal of being a well-rounded reader, namely fluency and comprehension.

Language and reading comprehension are taught throughout the school and across the curriculum. This takes on a variety of different forms from book talk to discrete whole class reading practice sessions.

- From Y2 upwards, when learners have completed the Little Wandle Revised programme, reading comprehension strategies are explicitly taught through engaging and responding to different texts.

- Texts are carefully chosen by teachers from our personalised school reading spine and are linked to subjects across the curriculum, where appropriate.
- In reading sessions, all learners participate in both whole class and small group reading sessions, engaging and responding to texts.
- Through challenge and support, all learners can achieve.
- Within reading sessions, key reading strategies are explicitly taught including Vocabulary, Prosody and Comprehension skills.

Reading fluency is prioritised.

- The school use Little Wandle Fluency books to support the teaching of reading fluently in Year 2 and 3
- Every reading session dedicates time for reading and developing fluency through use of strategies such as repeated reading.
- Opportunities for learners to read aloud are plentiful, as well as the opportunity for them to listen to staff read aloud. Daily storytime happens in every classroom.
- Assisted/supported reading sessions (learners reading 1:1 with teachers and teaching assistants) are in place for all children who need the additional support. Throughout these intervention sessions, a focus is placed on fluency, using clear feedback to aid improvement and progression.
- All learners read aloud daily during phonics, whole class or group reading sessions. In addition to this, Pupil Premium children and those in the First 20% read several times a week with staff or reading volunteers.

We recognise the importance of developing a rich and extensive bank of vocabulary and how this links closely to being a confident and able reader.

- Teachers ensure that new and difficult vocabulary is pre-taught and that all children have the necessary skills to unpick word meanings in context when unsupported by an adult.
- Vocabulary teaching plays a pivotal role in every reading session.

We also recognise the importance of using prosody in our reading to engage the listener and this skill is taught throughout all lessons.

Books shared with children are age-appropriate and matched to the level of the class/individual.

- Learners working on Little Wandle revised programme have home reading books matched to their current phonics level but are also encouraged to choose an additional book to share with their family at home (the second book is to encourage further reading and ensure children have access to multiple books at home - this is a reading for pleasure book).
- Once children are off the Little Wandle Revised programme and can read automatically and effortlessly and new words speedily, they move onto the Little Wandle Revised age-appropriate books for their year group. Teachers have carefully selected texts for each year group in school.

All classes are exposed to a daily class reader, for pleasure, to excite and engage the learners, and to expose them to new and varied vocabulary. All books shared with children are age appropriate and matched to the level of the class, taken from our personalised school reading spine.

#### **Reading impact:**

As a Year 6 reader transitioning into secondary school, we aspire that all learners are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

We firmly believe that reading is the gateway to the curriculum and the key to unlocking all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.