



Reading: Intent, implementation and impact

"Once you learn to read, you will be forever free." Frederick Douglass

Intent

We aim to develop the children, staff and parents as reading experts to ensure every child at Connor Downs Academy develops a love of reading, right from the start. Children learn to read skilfully and with good understanding. We recognise that reading is an essential skill for everyone. Learning to read and reading to learn, are foundations for future educational success- this makes it a fundamental, core skill. Research tells us that reading for enjoyment is a more powerful factor for children's educational success than their families socio-economic status (OECD 2002). As a result, every teacher has an obligation to ensure pupils are competent readers and are helped to fall in love with this worthy, lifelong companion. We strive to create a reading culture in school, where reading is prioritised and at the heart of everything we do.

At Connor Downs Academy we intend:

- for every child to be a reader
- for early readers to have the skills to decode words, so they can read fluently as quickly as possible
- for children to understand what they have read
- for children to respond with curiosity about what they and others have read
- for children to become enthusiastic and motivated to read for pleasure
- to develop children's confidence in reading a wide variety of genres and text types
- to develop children's knowledge of a wide range of authors and illustrators

Implementation

We recognise that the reading process is a learned skill that requires significant time and dedication to master. This is how children are taught to read, practise their reading skills and develop reading for pleasure:

- Children are given a flying start with their literacy skills from the start of the reception year through continuous provision. These include mark marking, sharing books, singing, promoting back and forth conversations and storytelling.
- Children's phonic awareness is developed through daily phonics lessons to teach children to make connections between sounds and letters and to be able to segment and blend words. - we follow the 'Little Wandle' phonics programme which is a systematic, synthetic approach, which is the recommended way for children to learn to read. Sessions at the start of the year maybe short, but will build throughout the year. Phonics learning

is revisited throughout the day and connected to all curriculum areas, with the aim for all children to make rapid progress, so they become fluent readers as quickly as possible. Into Year 1, phonics continues at a pace with specific daily phonics lessons as well as reading across the curriculum. During lessons in reception and Y1, children are identified to participate in daily 'keep up' sessions for extra practise if needed.

- Reading fluency is developed through opportunities to read aloud. This is crucial, as if children can read accurately and expressively, their cognitive resources are freed from focusing on word recognition and are redirected towards comprehending a text (EEF 2010). Reading quickly isn't enough to establish fluency; good readers must be able to associate expression and rhythm to glean meaning from the text. Teachers model reading during story time, skilfully drawing children into the storytelling world, and are supported in literacy lessons through a reading spine of specially selected books.
- 1:1 reading with adults - All children in reception class and Y1 read at least once a week to a teacher or TA. They read their Phonic Reader book which is decodable and matched to their secure phonic knowledge. This ensures they are practising to decode using their growing phonic knowledge. Children will read their book a few times to build their confidence.
- After completing the Little Wandle programme, from Year 2, pupils are supported to continue to build their fluency through selecting books suitable for them, but are also books they are motivated to read. We use a programme called, 'Accelerated Reader' which helps to ensure children are reading books at an appropriate level. Children visit the school library to choose from a variety of books including non-fiction and graphic novels. They are then encouraged to complete a 'quiz' after reading their book, which provides them with an opportunity to check their understanding of the book.
- We recognise that a strong oral vocabulary is critical to becoming a good reader. Vocabulary is developed through ensuring children repeatedly encounter new words in school. This is done throughout the school day. Some vocabulary is taught specifically through learning pronunciations and definitions. Children are also taught to 'read around the word' or look for hints in the word to know what it means.
- Children sit a Phonics Assessment in Y1 where they are asked to read 40 words, which are a mixture of real and made up words to test their ability to segment and blend words. Children's who do not pass the assessment in Y1 will continue to have phonics lessons into Year 2 in a small group or 1:1. Ensuring these children continue to build their phonics skills is a priority in school as having competent reading skills is such a crucial skill for children to access the wider curriculum.
- Once children have competent decoding skills, they then are more able to focus on the meaning of the words they have read. This is called 'Reading Comprehension' and is taught from Year 2 as a class twice a week. The

lessons use rich texts which come from fiction, non-fiction, poetry and sometimes film clips for inspiration. The aim of these lessons is to provide children with a conceptual understanding of a text- to know how it is organised, to consider what it is telling us and how the author has chosen to do this. Teachers model how to approach the text and answer questions about it. Reading comprehension draws on all the other building blocks of reading, including fluency and vocabulary. It requires reasoning skills to draw links between what we read and our background knowledge. Children practise actively engaging with a text and asking and answering questions. In lessons, these elements will be on display:

- Teacher models good reading- using good expression and intonation.
 - Children will read as a class (choral reading), pair or individually.
 - New vocabulary in a text would be discussed.
 - Children will answer questions about what they have read to practise their skills and demonstrate their understanding. These questions are organised following the VIPERS acronym which aids the recall of the 6 reading domains of vocabulary, inference, prediction, explaining, retrieval and summarising. These are the key areas that pupils need to know and understand to show they are competent readers.
-
- Story Time - children are read aloud to on a daily basis in every year group by adults. This is for the children's enjoyment with the main aim of motivating them to read for pleasure, as well as being a positive influence on mental health and wellbeing. Additionally, it develops children's knowledge and confidence to discuss a wide range of authors, illustrators, text types and genres.
 - We provide a supportive learning environment with book corners in every classroom, so children have access to engaging books which are appropriate from them. Each year group also has a Treasure box of age appropriate texts- these are books selected by the English coordinator, in consultation with the class teacher and children. Each box has a copy of a Michael Morpurgo book, which celebrate our local environment as well as picture books.
 - Home learning- parents are expected to hear their child read daily in each year group. There is guidance for parents to do this in the children's Home School Link Book. Parents are encouraged to record all reading experiences in these books.
 - English lessons - planning is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in Reception and in our English teaching sequence in Key Stage 1 and 2; leading to regular discussion about texts. We also use a variety of audiobooks from Sooper Books and Epic.
 - Reading for pleasure activities- A range of regular events take place to engage pupils with the joy and wonder of a wide range of text types, so they are confident, enthused and motivated to read for pleasure. Events include reading buddies between Reception and Y6 pupils, World Book

Day, visits from poets and writers and reading competitions such as the Summer Read. We also have an outdoor library with reading chairs purchased through success in a writing and art competition in 2023- the children enjoy using these during break and lunchtime to share stories.

Reading in school:

EYFS		Key stage 1		Key Stage 2	
Phonics Whole Class	Daily 30 mins	Phonics 2 groups	Daily 30-40 mins	Phonics - support groups organised in phases	Daily 15 mins
Keep up Booster Sessions					
Reading					
Reading Practise sessions (ability groups)		Year 2 -6 Guided Reading twice a week.			
1:1 reading		1:1 reading (lowest 20% 3x weekly)			
Story time 15mins daily.					

- We adopt a whole school success criteria for reading:

Good readers...

1. **Read in an alert way** (They pay attention, no distractions, re-read)
2. **Think hard about reading and are always looking for clues** (consider what is going on, why, what etc)
3. **Can follow lines of enquiry** (The house is old- find evidence to support this. Miss Trunchball doesn't like children- find evidence to support this.)
4. **Can put together smaller pieces of information to draw conclusions** (Her house must be an *unpleasant place to live* because it is dirty, as there is dust everywhere. It is dark because there are no working light bulbs. It is cold, as it says the fire had gone out.

Impact

We build a picture of a child's reading behaviours, including their views on reading, by gathering evidence from:

- Phonics and guided reading lessons
- 1:1 reading
- Running Record Assessments using Accelerated Reader
- Reading Comprehension Assessment papers each term.

YR-children are assessed against the objectives in the Early Learning Goals (ELG). KS1 and KS2- children are assessed using the National Curriculum objectives.

