

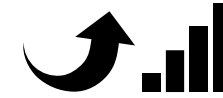
## SUBJECT OVERVIEW

# Reading

At West Ashton we know that reading is central to accessing the whole curriculum and that reading for pleasure and knowledge can transform lives.



*Intent: We aim to...*



Link our history and geography topics with our English curriculum, so that pupils are immersed in fiction and non-fiction which supports and enhances their learning.

Ensure that pupils are exposed to a range of texts which means they become fluent and accurate in reading across a variety of genres and styles.

Ensure that explicit teaching of reading skills (VIPERS) support pupils in making sense of texts across the curriculum.

Promote reading for pleasure by providing a range of opportunities and exposure to quality texts.

Develop a consistent approach to teaching reading in order to close gaps and ensure that all children leave in year 6 being able to read to learn.



*Implementation: How do we achieve our aims?*

We believe that reading is central to accessing the whole curriculum and that reading for pleasure and knowledge can transform lives. We ensure that pupils are supported to learn to read; that they are taught explicit skills for making sense of texts as transferable skills, and have as many opportunities as possible to practice and enjoy reading across the curriculum.

## Learning to Read

**We follow a systematic approach to teaching phonics**, using the *Little Wandle Letters and Sounds Revised* programme. The teaching of phonics begins in Reception, and teaching continues daily to at least the point where children can read almost all words fluently. This provides children with the skills they need to begin to read words, captions and whole sentences as soon as possible.

**Focused reading practice:**  
In Reception and KS1, children practise reading using decodable books that are closely matched to their developing phonic knowledge. Our children reread the same text multiple times to develop their comprehension and fluency which includes their accuracy, automaticity (rapid recall of whole known words) and prosody (reading with expression).

**Daily Reading practice:**  
Pupils in all classes have opportunities to read frequently; in reading groups in EYFS and KS1, or whole class reading or independent reading in KS2. Pupils also have opportunities to read in other subjects across the curriculum. Pupils who are less fluent will read regularly 1:1, with a focus on the lowest 20%.

### **Support to Keep up and Catch up**

Until pupils are fluent readers, 'keep up' sessions are used for pupils who teachers identify in on-going assessment as needing more support to consolidate their phonics knowledge. KS2 pupils who need more support receive intervention on an individual or small group basis if they are not ready for whole class reading, or need support in addition to whole class reading.

**Access to appropriate books:** We recognize the importance of reading at home to practice and embed reading skills. Pupils in EYFS/KS1 take home their Little Wandle book and a sharing book to enjoy with a grown up. Fluent readers in KS1, and all KS2 pupils have a book that is matched to their reading level, and a pleasure for reading book. When pupils have finished the reading scheme and show a good level of fluency they become free readers. Choosing from a selection of age appropriate books.

**Support at home:** Pupils in EYFS, KS1 and LKS2 have a reading record to keep track of their reading and provide a link to school. Teachers monitor pupils' reading to decide when it is appropriate for them to move up a level. In KS2, teachers also monitor reading frequency and choices to expand their interest where needed.

## Reading for meaning

### Explicit teaching of language comprehension strategies:

As soon as children master the alphabetic code and can read fluently then we begin to use the VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing/Summarise) model of teaching both in whole class and small group reading sessions.

The VIPERS structure continues in KS2, where whole class guided reading and small group, teacher-led groups develop comprehension skills. We also use our writing key text to build our decoding, comprehension skills and provide access to whole books from authors they may not choose to read themselves. This also provides chances for 'book talk' where the children can use their skills to gain knowledge from a longer text.

### Clearly structured units and lessons to ensure progression of skills and reduce the cognitive load.

In whole class guided reading, pupils read text extracts which are well-chosen to match their reading abilities and also to ensure that pupils access a range of texts that they would otherwise not experience. Non-fiction, poetry texts and graphic novels are also used to explicitly teach skills and strategies. Every week is structured in the same way so that pupils know what to expect, lessening the cognitive load. Each week is structured to ensure pupils can access the vocabulary in the text, to focus on a specific skill or strategy which is explicitly taught and modelled, before being independently applied. These skills are then applied to the high-quality text that is focused on in writing lessons and pupils are able to engage in more in-depth book talk. The books used for writing lessons are mapped out across two years to link with our Science, History or Geography topic or a specific genre. They are carefully chosen to ensure the children have a rich reading diet with a variety of authors and genres. Pupils also are taught how to apply their own PAG knowledge by exploring authorial choices.

Within the weekly structure, there is a combination of new reading and recapping. The teacher models prosody and fluency, pupils have the chance to read to each other and independently, with support provided to those who need it to ensure they can access the texts. Pupils demonstrate their learning through a mixture of discussions, group work and written responses. Teachers assess during each VIPERS guided reading sessions and during 'book talk' through questioning and providing feedback orally, and through monitoring the quality of pupils' responses.

## Love of reading

**Access to quality texts:** We have class libraries to give pupils access to a range of high quality books – both fiction and non-fiction. Teachers share recommendations and encourage pupils to do the same. The children also have access to the library daily, during lunchtime and twice a week after school.

### Allocated time for independent reading :

Time is dedicated everyday for quiet reading where pupils can change books, or the teacher can listen to pupils read.

**Daily story time:** Story time happens in every year group, to ensure the children are read to everyday and share, discuss and enjoy the endless possibilities of books. We read a variety of texts, including poetry and non-fiction for story-time to ensure diverse quality and inspiration texts are being shared.

✓ **Impact:** how will we know we have achieved our intent?



Pupils learning in history and geography is enhanced; this can be seen in books, and also in the content of children's writing where the text is used for writing stimulus.



Pupils can read and make sense of a variety of texts – not only evidenced in NFER assessments, but in their readiness for transitions to the next stage of their education.



Children can read for meaning in other subject areas, and as a result their understanding of the world is enhanced.



By engaging with high quality texts, children read with enthusiasm and enjoy talking about their reading.



Pupils achieve the age-related expectations for reading, and those that find reading challenging are targeted for intervention to catch up.