

Tenbury Primary Academy



School Vision Statement

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance we aim to be the best that we can be.

'Therefore encourage one another and build each other up.'

Thessalonians 5:11

Reading at Tenbury Primary Academy

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Tenbury Curriculum Intent

The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.

Our Vision for Reading

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At Tenbury Primary we aim to engender a lifelong love of reading. In order to do this, children are encouraged to read a wide variety of genres; they have access to reading materials through a well-resourced library, just one part of our reading rich environment. We aim for our pupils to be both independent and reflective readers who can read fluently and for meaning. We aim for children to use a variety of reading skills to enable them to access all other areas of learning. We also aim to bring reading to life and give it purpose by using music, drama and performance.

We cultivate the behaviours that children will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are

essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.

Implementation (Early Reading and Phonics)

Learning to read is one of the most important things your child will ever learn. It underpins everything else, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want your child to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read.

The Read Write Inc. Phonics programme

The programme is for:

- pupils in Reception to Year 2 who are learning to read and write
- any pupils in Years 2, 3 and 4 who need to catch up rapidly

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read ‘tricky’ words on sight
- understand what they read
- read aloud with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words
- develop neat, joined, cursive handwriting

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils’ poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils’ progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed. In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils also have frequent practice in reading high frequency words with irregular spellings – ‘tricky words’.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the ‘tricky words’. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge, that is, they use their knowledge of the alphabetic code and the tricky words they have learnt. They can soon spell more complex words confidently and accurately. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Reading Schemes

In Key Stage One we use a combination of reading schemes. We use Oxford Reading Tree, Songbirds, Rigby Star and Read Write Inc. These include a variety of fiction and non-fiction books to develop children's reading range. All reading books are appropriately banded to support progress in reading. Once children finish the reading scheme, we encourage them to become 'free readers' and to choose their own books. They also have access to high quality 'real books' in our class libraries.

Key Stage 1 Guided Reading Sessions

Guided Reading takes place in addition to English lessons throughout Key Stage 1. In Key Stage 1, teachers work with a focus group each day to improve the quality of reading and comprehension. Each child participates in a group focused reading session with a teacher or teaching assistant twice a week. Groups who are working independently, are given tasks appropriate to their level, as well as time to read for pleasure. During Guided Reading sessions, The 'Pawsome Gang' (Vocabulary Victor, Iggy Inference, Predicting Pip, Rex Retriever and Sequencing Suki) help KS1 pupils with their comprehension. Each reading content domain is represented by a dog to provide the children with an image to think of and character to befriend to support their understanding of the content domains.

Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. All classrooms have attractive book corners where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading.

Implementation KS2

The Literacy and Language Programme

Literacy and Language is a programme for children in Years 2-6. It is designed to stimulate and challenge children's thinking and create lifelong readers and writers. The core purpose of the programme is to ensure that children, as the 2014 National Curriculum aims state;

- read easily, fluently and with good understanding
- acquire a wide vocabulary
- develop the habit of reading widely and often for both pleasure and information
- use grammar correctly
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Literacy and Language is based on Anthologies of carefully chosen complete stories, plays, poems and non-fiction texts by leading children's authors. The range of stories, plays, poems and non-fiction texts provide an opportunity for children to study texts which are absorbing, challenging, while being accessible to all children.

Literacy and Language comprises six units of work per year group. The units are designed to be used over three weeks, but can also be used more flexibly. Whilst all literacy skills are developed throughout the programme, every two weeks have a particular focus:

- Week 1/2- Reading fiction
- Week 3/4 Writing fiction
- Week 5/6 Reading and writing non-fiction (linked to cross-curricular topics)

In KS2, Literacy and Language is the core resource for English lessons, however staff may substitute certain units with other core texts, as shown in our curriculum mapping document. In Year 6, children will read whole class texts in English from the second half of the Spring Term onwards, in order to offer greater challenge and further develop vocabulary knowledge and reading stamina.

In order to consistently reinforce the teaching of phonics in KS1, all KS2 classes also have a set of the RWI sound cards and a sound chart in their classrooms.

Comprehension skills

At the heart of Literacy and Language is the enjoyment and engagement with a variety of texts. Children are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children infer, summarise, question, clarify, predict and argue a point of view. The programme approach integrates reading, writing, thinking and spoken language in all activities, to ensure daily development of children's comprehension and wider literacy skills.

Guided Reading in Key Stage 2

In Key Stage 2, children participate in whole-class guided reading sessions four times a week. They are also given time to independently read and complete Accelerated Reader quizzes. At Tenbury Primary Academy, we have a KS2 'Reading Spine', which staff follow in order to give children access to high quality texts in each year group. During whole class guided reading sessions, children follow the VIPERS skills needed in order to become competent and confident readers:

V= vocabulary

I=inference

P= prediction

E= explanation

R= retrieval

S= summarise

In addition, children complete a 'cold comprehension' activity every week where they are required to answer a range of question types based on focussed skills and domains from the week using an unseen text.

Each cross-curricular topic is also supported by a range of quality fiction/non-fiction texts. These are used for fact-finding, cold comprehension, group projects and reading for meaning and pleasure.

Additional support for lower-attaining pupils

From the results of the Accelerated Reader reading tests, alongside teacher assessment, we identify those children who are falling behind the expected levels in reading. They are then given 1 to 1 support using books aligned with the Accelerated Reader programme (twice a week). If children in Years 5 and 6 fall significantly below the expected levels for their age group, they will be put onto the Read Write Inc Fresh Start programme. This programme is made up of different modules which contain fiction and non-fiction texts and a range of activities which develop students reading, writing, spelling and comprehension skills.

Implementation - Reading for pleasure and Home Reading

EYFS has 'Story Time' daily and in KS1 the minimum expectation is 3x per week. The aim of this is to further expose children to a range of texts, promote the love of reading and to build the vocabulary that the children are exposed to.

Our school and class libraries allow children to immerse themselves in the wonderful world of books. They are stocked with an attractive range of fiction and non-fiction to support every ability and reading choice and encompass the latest reading trends and classic texts that should be part of every child's primary school experience- building the children's cultural capital. We provide parental workshops which are designed to facilitate engagement between parents, the school and their children's reading. All Nursery and Reception Induction meetings for parents highlight the importance of reading for pleasure which is followed by home visits where our Early Years staff give out books, ideas for sharing them and early phonics activities. All Reception class children are also taken to the local library in Tenbury Wells to establish a love of reading and then all pupils are invited to join the Summer reading Challenge, run by the library every year

In addition, we celebrate reading together throughout the year by taking part in both school based, local and national reading initiatives such as World Book Day, author visits, the annual Tenbury Poetry competition and our very own 'Candy Jar Book Club', where we are working with a local Author (Alan Stott) to promote new books on a termly basis and create our own reading magazine. We also hold a weekly BERT Club (Boys Enjoy Reading Together) where volunteers from our local community come in and read with a small group of children to provide positive male role models in reading.

Home Reading

All Reception children take a different 'story sack' home every week, which contain a fiction and non-fiction book and related puppets or characters. In Reception and KS1, children are 'Benchmarked' and their home reading book is colour banded to match their reading level. From Y3, all children who are working at 'Gold' or above will move on to the Accelerated Reader programme. These children will take a Star Reading Test which will give them a ZPD which enables the children to select home reading books at an appropriate level. Once children have completed their reading book, they take an Accelerated Reader reading practice quiz on that text to ensure that they are comprehending their independent reading. The results of these tests, along with the teacher's judgement, help us to decide whether the child is ready to move on to more challenging texts. It is through this that we ensure progression in the children's home reading.

In order to promote home reading further, all pupils in Key Stage 1 and Year 3 are expected to read at least three times a week and pupils in Year 4, 5 and 6 are expected to read at least four times a week. All reading at home should be recorded in each child's individual Reading Record. This is monitored by class teachers who will discuss with the pupil/parents/carers how to encourage this. Each class teacher also chooses a child to receive a Reading Certificate every week, which is presented in our whole school Celebration Worship on a Friday. In KS2, children are encouraged to build their 'word count' and move up the 'word count' wall. Once children reach the Millionaires Club, where they have read a million words, they join the Wall of Fame!

Children's progress in phonics is continually reviewed through periodic phonic assessments and evidence from their reading and writing. Through these, teachers identify the graphemes that need to be addressed which then informs groupings. In June, the national Phonics Screening Check is undertaken to confirm that the children have learned to decode to an age appropriate standard and determines what level of provision they will require the following year. In Key Stage One, regular assessment of the children's decoding and comprehension is undertaken through Pupil Progress meetings every 6 weeks.

The progress of all children in KS1 and 2 are tracked using the national Curriculum Reading Objectives on the SIMS assessment system. These are updated every 6 weeks after pupil progress meetings. As a result of these meetings, we then decide which children will receive specific interventions.

Reading judgements are secured through the triangulation of test data, evidence from the pupil and the curriculum. Our test data comes from 'Headstart' comprehension tests, SATs, Benchmarking and Accelerate Reader (AR test outcomes and the termly Star Reader tests).

The impact of our reading curriculum at Tenbury leads to:

- All children having access to a broad, balanced and differentiated reading curriculum and out of school reading activities
- All children who may have special educational needs and/or additional needs are identified and provided for as early as possible and reading interventions suitably matched
- An interest in and a love of books being developed, encouraging children to become attentive listeners, independent and reflective readers
- Reading strategies and skills, accuracy, fluency, understanding and response to texts being developed
- Children developing the ability to use and manipulate a variety of texts, both fiction and non-fiction
- The development of children's experiences through a variety of texts including the use of libraries, computing and other available media