



## What does the teaching of Reading look like in this school?

Context:

- The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.
- Success criteria are used across all classes and where appropriate children are given the opportunity to develop / generate their own success criteria.
- High quality independent and supported reading opportunities are expected across all curriculum areas.

At Stanwick Primary we:

- **Promote** reading as we know children who choose books enjoy reading and they need to be great readers as only then can they be great writers!
- **Appreciate** that the quality and variety of language that pupils hear and speak through reading are vital for developing their vocabulary, grammar and their understanding of literacy;
- **Understand** that the more children are exposed to a wide range of high quality and engaging texts the better readers and writers they will become.
- **Teach** using drama and visuals to help promote oral comprehension and inference opportunities.
- Book talk, partner work, questioning from children and teachers is a key tool to develop enjoyment and reading for meaning.

### To develop a love of reading we will:

#### **Begin early in Early Years Foundation Stage:**

- Phonics is the prime tool for reading in EYFS and kS1 focusing heavily on guided phonics and reading as the adult focus in term 1.

#### **Create great opportunities to support reading through Drama and storytelling:**

- Oral comprehension is targeted through story time (particularly in EYFS) and extended dramas to start a unit and to further drama conventions.
- Phase one of an English unit primarily focuses upon communal comprehension, storytelling and reading outcomes.

#### **Promote Independent Readers:**

- Clear focus/ outcome for each session- owned by children.
- Reading VIPERS are visible in classrooms and understood/used as a reading tool by children.
- Challenge children to be explicit and say how they infer, deduce and select evidence from texts

### To support our development of reading we will:

#### **Use core teaching strategies to support our children to become independent readers**

- Work with children hearing them read and choosing a focus area to move them on in their learning.
- Create an open forum for discussion where valuing ideas in a group is encouraged.
- Encourage pre reading and post reading to build fluency, predict, summarise and reflect by providing books over multiple sessions

- Develop book talk, skimming and scanning, predicting and answering questions with a partner to explore and dive into a book.
- Utilise independent and group comprehension VIPER activities to develop a range of reading skills.
- Use teaching strategies that enable inference, engagement and excitement, minimising the use of worksheets

**Provide Feedback:**

- Children receive precise and positive verbal feedback regarding their skills, what is good and next steps where applicable.
- Written feedback to parents will share teaching focus and next steps (alternate weeks in KS1. Every three weeks KS2).

**Complete assessments and track progress:**

- All children receive a focused reading session weekly to ensure precise acquisition of a skill.
- Progress is tracked via Target Tracker and guided reading year group objective tracker.
- NFER termly assessments in Reading for KS2.
- KS1 teachers assess Reading termly using Target Tracker,

**Provide high quality resources:**

- Children have access to quality books and high quality texts to support all English units
- Offer range of books providing choice, different genres and themes for all cultures, genders and ethnicity.
- Utilise the Vipers Reading 'tool kit' in all our Reading activities.

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