



Reading

Vision: 'Every child a reader.' Every Reader a life-long learner.



'The more that you read, the more things you will know. The more that you learn, the more places you'll go' -Dr Seuss

Intent: What do we hope to achieve by teaching reading?

At Binfield CE Primary School (VA), we recognise that reading is integral to enabling children to learn across the curriculum.

Reading is given a high priority in the school by leaders and teachers to ensure children gain excellent phonic knowledge and decoding skills at an early age, enabling them to read fluently and accurately across the curriculum, with excellent comprehension.

We aim to develop the habits of reading widely and often, for both pleasure and information, so that reading is enjoyed and valued by all.

We aim to increase children's awareness of the world through exposing them to books that explore current world issues as well as texts that show diversity in cultures, race, thinking (neurodiversities), SEND, religions and beliefs and different family dynamics.

In order to achieve our vision, we have designed the curriculum around the 'Essential *Characteristics*' of reading, which are:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Implementation- How is Reading organised and taught?

Our curriculum has been designed in order to ensure all the skills of a good reader are taught explicitly and progressively as children move up the school.

Early Reading

We use the Read Write Inc (RWI) phonics scheme in the infants. We also have carefully selected guided reading texts, alongside Oxford reading tree texts in Year 2 and above which supports children in developing and deepening their skills over time, across the reading domains and in line with the National Curriculum.

RWI is a high-quality systematic synthetic phonics programme, which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words and well as spelling and accurate letter formation. Children learn to read quickly developing skilled and confident readers.

Children are taught RWI daily and are grouped fluidly across YR and KS1 according to their ability. Groups are reviewed every 6-8 weeks.

Throughout Reception and KS1, the RWI programme is followed with rigour and fidelity so that the children are taught consistently to use phonics as the route to reading unknown words. We ensure that the pace of the programme is maintained through high quality teaching, so that children become confident, fluent and independent readers.

For early reading, RWI scheme enables children to quickly learn to read fluently and accurately as it is thorough, aligned with the National Curriculum and is very prescriptive meaning that children become familiar with the repetitive structure of it. It also means that we have a wide range of resources and supporting training materials.

Children practise early reading with fully decodable books. Children's home reading material is aligned with RWI and closely linked to their phonetic ability.

We are now extending this programme into KS2 for those learners that arrive new to the country or who have not yet finished the RWI programme (from other settings prior to joining us). We also teach RWI in Year 3 and 4 to any children who are new to our school with low phonetic ability, or with limited English and also for any pupils who did not pass the Phonic Screen check in Year 2.

Deepening Reading

Once the children have completed the RWI programme (and are fluent, competent readers with a good understanding of what they have read), we focus on deepening reading using a whole-class reading approach. We have designed the guided reading curriculum by selecting books carefully so that pupils are exposed to a broad range of texts. Not only do the books get progressively more challenging as children move up the school in terms of language, but the content is also more challenging and covers a range of aspects of society, for example 'The Last Bear' in Year 5 and 'Wonder' in Year 6.

Because the skills in reading are cyclical, children are taught the same skills in reading i.e. inferring and predicting at every stage of their reading ability, and these skills are repeated and built upon over time, so it is deepening learning, but the texts that the children read have been chosen carefully in order to ensure that children develop their skills by applying them to increasingly harder texts, exposing children to increasingly more challenging themes, inferred meanings and vocabulary.

Once children complete the RWI scheme, they also move through their own individualised programme of Oxford Reading Tree Scheme books –which is a carefully-structured scheme building on from their acquired reading skills.

We also share high quality and vocabulary-rich texts across the curriculum. These include fiction and non-fiction texts linked to topics. We ensure the reading diet we offer provides children with opportunities to develop a better knowledge and understanding of the world as well as an extensive vocabulary.

We aim to use reading to increase children's awareness of the world. We have some diversity in terms of ethnicities and cultures in our pupils, but many of our children are likely not so familiar with issues affecting individuals around the world, such as refugees and food poverty. Books are a great way to expose children to this in an age-appropriate way. An example of this being 'New From Here' a book on the recommended Year 6 list which depicts life for a Chinese family who flee to the USA before Coronavirus.

Enriching reading

In order to enrich reading, we also have:

- High quality book corners to encourage reading for pleasure
- Recommended reads for each year group from Reception to Year 6. [Recommended Reads](#)
- Core guided reading texts from Year 2 and above [Recommended Reads](#)
- Topic books to support reading across the curriculum
- Carefully selected, high-quality texts for teachers to read aloud daily. For infants this is usually in the form of short picture books, poems or rhymes and in the juniors, this is normally in the form of longer chapter books which may take a number of weeks to complete.

Supporting children to stay on track:

Children are regularly assessed either through the RWI scheme, or through their Oxford Reading Tree Levels. In addition teachers make regularly teacher assessments, informed by termly NFER testing termly (Year 1 Spring+).

We monitor progress of children carefully to ensure any child who is at risk of falling behind is identified quickly and targeted as a priority reader with teachers and LSAs in order to address their learning gaps.

Some pupils are also targeted to use 'Lexia' (an individualised AI Reading programme) to enable them to catch up with their peers.

All children read aloud during phonics or whole class reading. In addition, children read at least once more per week with a teacher, teaching assistant or reading volunteer; the focus being on the lowest 20%. Furthermore, Pupil Premium children and those pupils not reading regularly at home, have additional opportunities to read to an adult.

Home-learning

All pupils are expected to read each day at home for a set amount of time (5x a week). This supports fluency, speed and comprehension skills. Parents are also expected to read, share and enjoy stories, recipes and information books at home. Some pupils are invited to attend Kids' Learning Club (KLC) after school to support with home-learning activities. Reading is prioritised.

Local library

We work closely with our local library, with pupils visiting. We also work with them and encourage participation in the Summer Reading Challenge. Participation is usually high.

Impact- What difference does it make and how do we know?

The very large majority of pupils achieve the expected standard in reading by Y6 and about half of our pupils achieve a greater depth (see results below). This sets children up well for the next phase of their education. By Year 6, children have been exposed to a range of good quality literature which they use and apply in their writing eg Macbeth in Y6, and as such, their writing is enhanced too, as children effectively write for a range of purpose and reasons, applying language effectively. Their confident reading skills supports their learning across the other curriculum areas too they can independently find out about things by themselves, as demonstrated by wider curriculum (Eg. research in women in History Y6)

Children leave our school as confident, proficient readers enabling them to use reading as a tool for learning across the curriculum too.

Results:

Year 6 Reading SATS result	87% EXS+ 74.4% National	48% GDS 27.8% National
	<i>KS2 Reading Progress +2.16</i>	
Year 2 Reading Teacher assessment	80% EXS+ 67.1% National	28% GDS 18.1% National
Y1 Phonic Screen Check	92% (would have been 93%, but 1 pupil absent) 75.7 National	N/A
EYFS Reading ELG	85%EXS 68.2National	N/A