

Reading – Triple I

Intent	<p>At Ridgeway Primary School, reading is at the core of many curriculum areas. We begin each day with a Bookflix lesson and then throughout school, children are presented with many opportunities during the school day to read or listen to stories being read aloud. Reading is a high priority in our book-led English curriculum. Through teacher's choice of high quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from reading. With this we aim to provide children with the understanding that reading provides opportunities to discover new knowledge, revisit prior knowledge and understand more about what they learn.</p>
Implementation	<p>At Ridgeway Primary School, we follow a clear, progressive skill – set scheme (Bookflix) alongside the National Curriculum to enable children to access many, varying text types. We follow a SSP scheme (Supersonic Phonics Friends) that provides the effective and consistent teaching of phonics. Reading is at the core of our curriculum. Children are provided with a variety of ways to acquire knowledge to know more, remember more and understand more. We endeavour to ensure we provide our pupils with a 'language rich' environment; we ensure we have a wide range of texts displayed around our school, to correlate with our wider curriculum. We work hard to raise the profile of reading, sharing the importance of reading with our parents, carers and wider community. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language across the wider curriculum through the use of our knowledge organisers, vocabulary mats and working walls.</p> <p><u>Core text:</u> The core text will often drive the topic, supporting acquisition of knowledge and providing children with good quality examples of different text types. Sometimes the texts are chosen for their rich vocabulary, themes and opportunities to develop quality writing.</p> <p><u>Early Reading:</u> The systematic teaching of phonics through 'Supersonic Phonics Friends' (DFE approved), is a high priority through Early Years and Key Stage One. Phonics is taught daily to all Early Years, Year One and Year Two children. Children are given reading books to match their phase of phonics, which is determined through rigorous assessment. Interventions are planned promptly for children not on track to meet the expected standards.</p> <p><u>Reading Schemes:</u> In EYFS and KS1, we use a range of phonic schemes fully aligned to 'Letters and Sounds' so that they are fully decodable and matched to children's learning in class and current ability (Bug club, Big Cat phonics books etc), to provide a wide variety of texts to keep children's interest and maintain engagement. All books are banded in line with Letters and Sounds, in order to ensure progression and challenge for all children. In KS2, children have access to phonetically decodeable books with a content that is pitched for older children but matches their phonetic ability (Magic belt series etc), this means they're given the opportunity to develop and embed their learning effectively.</p> <p><u>Shared Reading:</u> Bookflix enables teachers to teach a range of skills and techniques that enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors. It also allows the children to 'bring their reading to life' by linking it to their own lives and the wider world around them.</p> <p><u>Individual Reading:</u> Early Years and Key Stage One staff listen to individual children read on a weekly basis (bottom 20% of readers more frequently) and their home reading record is checked regularly, allowing staff to ensure children are reading a correctly matched book to their ability. Children are encouraged to reread texts to develop both fluency and comprehension. In Key Stage Two, children are identified who need additional support and these children are also read with frequently on a 1:1 basis.</p> <p><u>Reading for Pleasure:</u> Teachers regularly read aloud to their classes and share their love of books. Children are encouraged to choose books from our 'Ridgeway Reading Lair' library and from those in their classrooms. Whereas some children will be able to access these independently, they are books which we encourage children to share with their adults at home. Every half term, staff order books from a school library to match their topic to inspire curiosity. In addition, throughout the school year, the importance of reading is enhanced through World Book Day, author and poet visits (sometimes virtually), Book Fairs and our community-linked 'Book Quest.'</p> <p><u>Support:</u> Children not meeting the expected standard or who are at risk of not meeting their individual targets are offered additional support. This may include 1:1 reading, books uploaded to SeeSaw to listen to and over-read, a Reading comprehension intervention or Lexia (a computer-based approach to improving reading, covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension).</p>

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Impact

We aim for children to have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in EYFS. Children will use their Reading skills as a key tool in helping them to learn and access the wider curriculum, and as a result, know more, remember more and understand more.