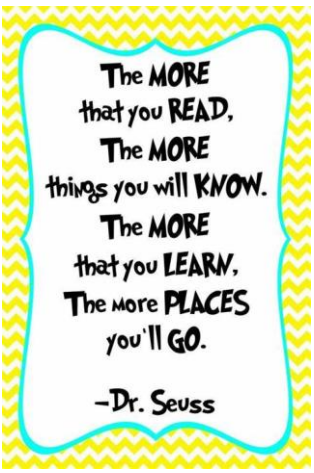
English – Reading



Intent

At Mapperley Plains Primary School, we recognise that reading is an essential life skill and we are committed to enabling our children to become lifelong readers. We believe that reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. At the heart of our strategy is our drive to foster a love of reading.

We offer a reading curriculum which equips our children with key skills, knowledge and vocabulary motivated by our curriculum drivers:

- **Initiative -** We encourage our children to develop their independence, empowering them to act and be responsible for their own learning about which they can clearly state and explain their opinions.
- **Inclusivity -** We pride ourselves on being an inclusive school that cares for every individual child. In doing so, we promote and deliver a range of strategies to ensure that we value everyone. We want the children to recognise and celebrate diversity existing in our world, instilling pride in individuality.
- **Resilience -** We relentlessly focus on developing children who are resilient, who can adapt to and recover from tough or challenging situations. We encourage the children to try their best in all that they do.
- **Possibilities -** We encourage the children to build aspirations, identify talents and know possibilities for their future lives.

We ensure the curriculum is **Relevant and Memorable.** The unique needs of our children, along with our culture, climate and events shape our curriculum.

Our aim is to ensure that a reader leaving Mapperley Plains will:

- Be able to read easily, fluently and with good understanding
- Have developed the habit of reading widely and often, for both pleasure and information
- Understand and appreciate our rich and varied literary heritage
- Have developed knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum
- Have an understanding of how authors make choices that impact on readers

English – Reading

Implementation

As a school, we follow our Progression Map for English (Reading), devised from the Early Years Framework and National Curriculum Guidelines. This ensures all aspects, knowledge and skills of English (Reading) are taught across all year groups.

As a school, we follow the National Curriculum for English (Reading). The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

We ensure our children leave us not only with the skills needed for the next part of their journey, but with a rich body of knowledge both **substantive** (the factual knowledge for each subject) and **disciplinary** knowledge (the action taken within a subject to gain knowledge).

We have adopted a thematic approach to our curriculum. The particular 'theme' chosen is always relevant to the children and is designed to be exciting and engaging for that particular cohort. To prevent the creation of tenuous links, discrete subjects are taught where necessary.

We start our themes with an exciting big question/ theme title to develop curiosity and help children to lead their own learning e.g. 'Why is Brazil in the news again?' or 'Why is the Earth so awesome?'

The Teaching of Reading

Reading is taught in a variety of ways at Mapperley Plains Primary School.

Phonics and Reading lessons

Foundation Stage and Year 1

Please read our 'Little Wandle Phonics and Early Reading Policy' for further information and links to *Little Wandle Letters and Sounds Revised,* which is the systematic and synthetic phonics programme we use to teach early reading.

Year 2

We have a fluid approach to the teaching of reading in year 2, based on the needs and abilities of the children. Please read our 'Little Wandle Phonics and Early Reading Policy' for further information, specific to year 2. Over the course of the year (more typically from late in the Autumn term), the teaching of reading in Year 2 will mirror that of KS2.

English – Reading

Years 3-6

In Year 3 through to Year 6, children have Whole Class Reading (WCR) lessons 3 times a week. These focus primarily on the understanding of a text through a 'book journal' approach, adopted from the FFT. Children are taught how to make predictions, clarify words, answer retrieval and inference questions, and summarise what they have been reading. We focus on skills linked to vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising (VIPERS).

Typical features of these lessons include:

- Explicit teaching of vocabulary, in context
- Modelling how to read fluently and allowing time to practise this (staff have access to 'The Megabook of Fluency' for a variety of ways to engage children in this)
- Responding to a range of question styles and types, with step-by-step strategies discussed, modelled and then applied independently

Teachers choose their own texts for the WCR lessons, with a degree of challenge appropriate to the age and stage of children in each class. A wide range of high-quality texts are chosen (please refer to our 'Quality Texts Overviews') and these may link to current areas of study (responsive reading) or previous areas of study (reading with the aim of retrieval/recall). Texts will include a variety of genres, as well as whole books so the children can identify themes and characters across a complete text.

In other curriculum areas, we use Knowledge Organisers in lessons to support with the transference of knowledge from the working memory into the long-term memory. Key knowledge is re-visited as part of regular retrieval opportunities throughout the theme and across the year. Ongoing formative assessment is used to ensure all lessons are relevant and supports with planning next steps. Children are given lots of opportunities to visit prior learning through low stakes mini-quizzes and other revisit tasks which allow teachers to measure their level of understanding.

Individual Reading

Foundation Stage and Year 1

Please read our 'Little Wandle Phonics and Early Reading Policy' for further information, referring to the section titled 'Home Reading'.

Years 2-6

All children have at least one individual reading book, either from the school's selection of banded books or from the class library. Children are directed to the colour band books appropriate to their ability by the class teacher. In addition to a scheme or banded book, children are encouraged to choose a book from the class library or from library books borrowed from the Education Library Service. Children who are free readers are able to choose any book; these can be from school or home.

English – Reading

Children are listened to read individually as frequently as possible. Specific individuals are targeted in an attempt to close the gap. As well as class teachers hearing children read, teaching assistants are utilised to support with this as well as volunteers. Individual reading is recorded in diaries by the adult who has been hearing the child read.

Parent/carer involvement

Children in F2 – Year 6 have a reading bookmark as a form of communication between families and staff members to support the teaching of reading. They are expected to read at least 5 times a week and colour in a book for each read (once per day). The bookmarks are grouped into 25, 50 and then 100 reads. Once complete, the bookmark can be shown to the class teacher and the children will receive a number of Class Dojo points.

Children in years 3-6 also have the option to complete a book report/review for any book they have read. This can be completed at home and returned to school to put in the 'Recommended Reads' folder in their class' reading area.

Supporting our lower-attaining readers

Using our assessment tools children who are found to be not meeting age related expectations are quickly identified and support is put into place. This will be in discussion with the class teacher, subject leaders and SENCO. Strategies will include Rapid catch-up sessions, additional phonics Keep-up sessions, access to the SEND programme (this mirrors the Little Wandle programme), reading fluency sessions (Little Wandle) and support for parents to work in partnership.

We have a school subscription to 'Lexia': a reading intervention programme. We aim for all lower attaining pupils (for whom it is appropriate for) to access the intervention for 40 minutes each week. They can also access this at home.

We also ensure that children with SEND are appropriately challenged in English (Reading) by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for children with SEND.
- Understanding that, for children with more complex SEND needs, it may be appropriate to have different curriculum expectations.

English – Reading

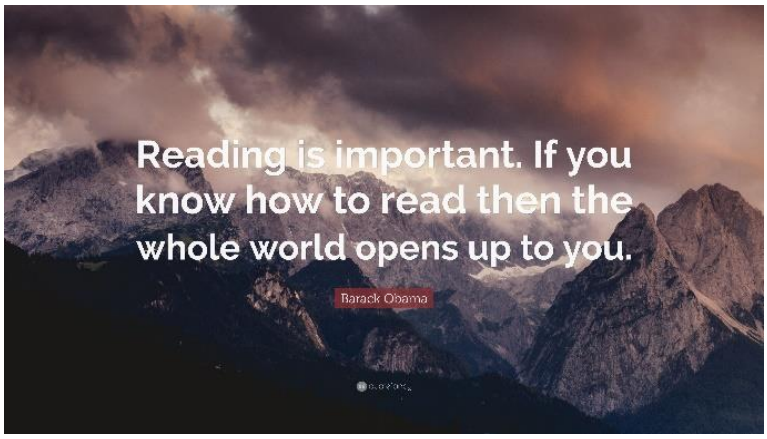
Reading for Pleasure

We strive for all children to have a love of reading and to want to read for themselves, so at Mapperley Plains we encourage reading for pleasure.

We have made a commitment every day that children will come together as a class and share a book through reading aloud. To differentiate this from Whole Class Reading, teachers will aim to create a special environment within the classroom which may include lighting, music, blankets and cushions. Books for these sessions are often chosen in conjunction with the children and sometimes KS2 children have the opportunity to suggest books they think others will enjoy and then 'vote' for their class reader.

Every classroom has a reading area with a range of children's books for them to read at their leisure. We aim to make reading areas exciting and accessible to all learners. We also have a school library which is available for classes to use at all times.

At Mapperley Plains, we endeavour to create a culture of being a reading community. We celebrate reading through author visits, whole school displays, books fairs and sponsored reading events. We participate in national events such as 'World Book Day' when all children are encouraged to engage in a variety of activities both in school and at home. We hold assemblies to share books and celebrate achievements in reading.



English – Reading

Impact

Through the high quality teaching of reading, we will see:

- Children who choose to read for pleasure and develop a love of books
- Children who have a knowledge and understanding of a range of authors, stories, poems and non-fiction
- Children who read fluently and confidently
- Children who can comprehend what they have read, drawing on their VIPERS skills
- Children who can make links to prior learning and connections to other texts that they have read or heard
- Children who understand the importance of reading in the wider world
- A school environment that celebrates reading through displays, resources, vocabulary etc.
- A whole school culture of being a 'reading community '
- Assessments and monitoring that show high standards in reading

Assessment of Reading

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. Children are assessed regularly in line with the school's Assessment Policy using a variety of strategies. Day to day assessments are carried out using formative assessment; these assessments inform planning and areas to be targeted to close the gap are identified.

Phonics
Please refer to our 'Little Wandle Phonics and Early Reading Policy' for further information, referring to the 'Impact' section.

PM Benchmarking
Once children have finished the Little Wandle programme, they progress onto books within the school's coloured book bands. Then PM Benchmarking tools are used to support teacher judgement and support the accurate process of moving children from one colour band to the next. This occurs half-termly in KS1 and termly in KS2.

Rising Stars Assessments
Each term we use Rising Stars Assessments to provide accurate summative assessments of the children's reading ability, both their mechanics of reading and their comprehension and understanding. Children in years 2 to 5 complete the Rising Stars assessments termly whilst children in year 1 complete them in the Summer term.

Statutory assessments
Year 1 – Phonic screen (June)
Year 6 – Reading SATs (May)

English – Reading

How we use the reading data

Data from assessments, using a combination of formative and summative assessments, is shared with senior leaders in Pupil Progress Meetings which occur three times across the year. Data is entered into the school's online tracking system using OTrack. Next step decisions are considered and intervention strategies are put in place to close the gap as appropriate.

Quality assurance

The reading subject leaders are given dedicated non-contact time to use the triangulation model of monitoring to quality assure teaching and learning. The subject leader monitors reading across the school through a range of monitoring activities which might include: learning walks, book scrutiny, discussions with pupils, resource audits etc. Subject feedback is shared with teachers and school leaders.

