



Intent

Reading is at the heart of our curriculum and we understand there to be a binary aspect to this: reading helps our children to access our curriculum, whilst the curriculum allows for the reading experience to be meaningful.

Our drive is to produce enthused, inquisitive readers that have a wide and varied interest in reading material of all kinds. We seek to develop the abilities of decoding and comprehension in all our learners by supporting and challenging the necessary skills; as such, all our children- including vulnerable groups- become progressively proficient at interpreting and applying knowledge to a range of contexts.

By reading fluently and with good understanding, it becomes possible develop the habit of reading widely and often, for both pleasure and information; our approach to reading lends itself to creating an appreciation of the conventions and heritage of literature by deconstructing the elements and processes that constitute meaningful reading.

6 key areas for Early Reading:

- 1) Language acquisition
- 2) Engagement in Reading
- 3) Phonics
- 4) Curriculum Knowledge
- 5) Oracy
- 6) Fluency

Our model is informed by relevant research and recent thinking in the area:

-Rasinsky's 'Reading Fluency' work, linked to oracy and prosody

-Beck's 'Tiered Vocabulary' approach

-'Scarborough's Rope' of Reading

-30 million word gap (Hart and Risley)

-the typical 6 year-old has an expressive vocabulary of approx. 2600 words and a receptive vocabulary of 20-24,000 words; 90% of known vocabulary is only encountered through reading

-'Experts learn more...and faster' (Hirsch *Why knowledge matters*)

-Correlations between vocabulary size and life chances are as firm as any in educational research (Ofsted)

-Reading SATs papers have a word count approaching 2000 words- with an average reading speed of 100 words per minute, it would take 25 minutes to read the paper (before answering approximately 45 questions!)

"Between the ages of four and nine, your child will have to master some 100 phonics rules, learn to recognise 3,000 words with just a glance, and develop a comfortable reading speed approaching 100 words a minute. They must learn to combine words on the page with a half-dozen squiggles called punctuation into something – a voice or image in his mind – that gives back meaning."

(Paul Kropp, 1996)

Implementation

EYFS:

Teachers assess children regularly against the Reading Early Learning Goal (in EYFS) and the National Curriculum statements for Y1 and 2. These regular assessments inform planning and allow teachers to identify any gaps in learning. Teachers also complete regular phonic assessments which ensures children are grouped appropriately in phonics and assess whether they are on track to pass their phonic screening test.

KS1:

At Oriel Academy we use a synthetic phonics programme called Giant Phonics. This is based on Letters and Sounds, produced by the Department for Education. This programme is a method of learning letter sounds and blending them together to read and write words. This is supported by a comprehensive scheme of reading books provided by Rising Stars – Reading Planet. Those who have not met the required standard for phonics in Year 1 or 2 have daily phonics sessions working through the phases either individually or in small group sessions. This continues into Key Stage 2 as necessary. Children who are catching up are encouraged to take home a new phonics reading book after each session. Where children do not read at home, staff facilitate extra reading sessions in the school day with ORT (Oxford Reading Tree) books.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension. Reading is developed during guided reading, using high quality texts and focused skill teaching. Strong links are made between reading and writing. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their topics across the curriculum. All children read aloud daily during phonics or guided reading; in addition to this they read at least once more a week with teachers, teaching assistants and reading volunteers- the focus being on the lowest 20%.

KS2:

We have created a bespoke Reading learning journey and, as such, our allotted Reading sessions consist of **Content Domain** lessons and **Accelerated Reader/Lexia** sessions; during a typical week, the following sessions will be facilitated:

-x3 **Content Domain** lessons (x2 during a PPA week);

-x2 **Accelerated Reader** lessons (further optional sessions during library visits)

The Content Domains highlight the elements of the National Curriculum Programme of Study at Key Stage 2 that are assessed in the English Reading test. We treat each Content Domain as a skill; each skill is taught using a source.

We use three types of source: **AUDIO**, **VISUAL** and **TEXTUAL**.

We focus on one skill over the week, using a different source for each Reading lesson. The example below highlights the area and context for one week's learning:

SKILL	SOURCE- AUDIO	SOURCE- VISUAL	SOURCE- TEXTUAL
2a	Podcast	An historical artefact	A maths word problem

The **Content Domain** sessions themselves provide a deconstruction of a particular skill: for example, a 2A session will feature a working definition of what is meant by 'decoding', discussion based on the breadth and difficulties within this question type, independent tasks, and an element of self-evaluation that helps gauge progress from journey to journey, year group to year group.

To ensure full curriculum coverage, we also deliver Book Club weeks within our respective year groups; Book Club consists of up three sessions per week (during two weeks of each half-term) based upon each year group's current text for study. These sessions typically feature whole-class reading (with a focus on oracy and prosody), reviews/opinion-sharing and presentations/debates.

Impact

We recognise the potential -through reading – for our learners to develop culturally, emotionally, intellectually, socially and spiritually; via our bespoke Reading curriculum, the skills of language are progressed to allow our children to participate fully as a member of society.

We value skilled word reading and the linguistic knowledge that underpins comprehension- with this as our focus, the children are able to meet age-related expectations and beyond with a sense of joy and wonder.

