

Vernon Park Primary School: The Teaching of Reading

(July 2022)

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

At Vernon Park Primary School, we believe that the active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment. We take the view that the enjoyment and exposure to a variety of texts is vital to every child's educational achievement. We aim to establish each child as a lifelong reader, based on a love of reading and a high status placed on the skill of reading, to ensure they are leaving our school ready for life.

As part of our broad and balanced curriculum, we will ensure there is a high emphasis placed on the skill of reading and the knowledge imparted through reading in every area of the curriculum.

- Reading fluency and comprehension skills are prioritised across the whole school and opportunities to support this are planned in all areas of our broad and balanced curriculum. Quality First Teaching prioritises reading opportunities for all pupils and interventions will be scheduled to support reading where needed on a personalised approach.
- First and foremost, we aim to establish a love of reading by ensuring a class story is shared regularly from Nursery to Year 6, modelling the skill of enthusiastic and expressive reading and fostering discussions around character, plot, setting and real-life scenarios, promoting our children's knowledge and understanding of the world around them.
- From Nursery to KS1, we use the Read Write Inc. scheme of work to teach the rudimentary skills of sounds, decoding, encoding and comprehension. RWI is timetabled four times a week and is tailored to individual ability. Children are regularly assessed to promote swift progression through the program of study.
- RWI is used on a daily basis in EYFS and KS1 classrooms to support children's progress, attainment and knowledge in phonics. This is in addition to the streamed RWI lessons that are timetabled four times a week.
- Home reading scheme match children's phonic knowledge and skills in EYFS and KS1 – currently paper copies of the texts are sent home but resources have been ordered to enhance the teaching and learning of synthetic phonics.
- The guidance set out in the Early Years Development Matters document is followed for pre-reading skills and the high status of reading is maintained by opportunities to read in all enhanced areas of the EYFS department.
- EYFS teach RWI five times a week. 1-1 and small intervention groups are timetabled every afternoon. Children are regularly assessed to promote quick progression through the scheme.
- EYFS foster a love of reading through the use of 'reading for pleasure' homework packs that are distributed to each child at the start of the year. Each pack has a book and then a grid of book related activities that the children can choose from.
- EYFS also use the Tales Toolkit symbols to support children and parents' discussions around the books.
- The teaching of reading is prioritised in every area of the curriculum by the use: of text-led learning - with high-quality, age-appropriate real books selected; opportunities to practise the skill of reading (modelled, shared and independent) across all foundation subjects; discrete teaching of the skill of reading
- Cracking Comprehension is used as a resource (available from Reception to Year 6) biweekly, to focus on the skills of retrieval, inference and deduction. This maintains the high status of reading by using child-friendly online resources and providing constant opportunity for the revisiting of reading skills ensuring they are retained and improved upon by all pupils.
- From Year 1 – Year 6, the teaching of reading also includes dedicated slots on the weekly timetable to model expressive reading using the class story. This allows children to develop the autonomy of their learning by choosing the direction of discussion, drama or similar follow-up work dependent on their response to the reading their class has shared. It also promotes a love of reading and provides opportunity to develop positive relationships by sharing a story. Pupil voice feedback reveals that sharing a story has a positive impact on all children and as such, we are dedicated to promoting this across the school.
- Reading Ambassadors are elected from Y1-Y6 to support a love of reading across the school.