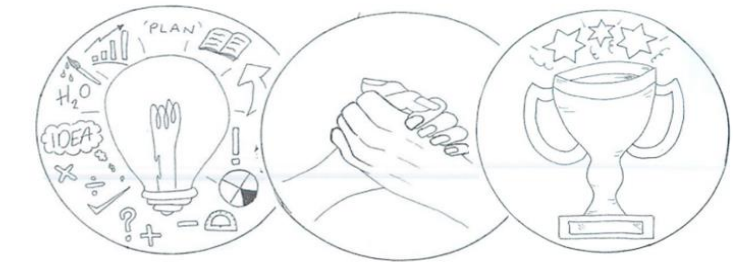




STOKESAY  
PRIMARY  
SCHOOL



## Reading - Intent, Implementation and Outcomes.

### I can. (Intent.)



At Stokesay Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences, and develop the vocabulary they need to effectively express themselves.

To put it simply; reading is the foundation upon which all learning begins. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read.

Through the teaching of Reading, we promote our school values; **Teamwork**, **Honesty**, **Respect**, **Determination**, **Community** and **Responsibility**.

### We can. (Implementation.)



Our reading curriculum offer is delivered through three distinct areas: early reading and phonics, the reading curriculum, and reading for pleasure.

**Early reading and phonics:** Across **EYFS** and **KS1**, children are taught synthetic phonics daily. Phonics lessons are delivered through the Pearson scheme Bug Club phonics. Bug Club Phonics is designed to build children's confidence and enjoyment of reading at the very start of their reading journey. It's designed to get children reading real books as soon as possible and feel empowered that reading is for them. In addition, we occasionally supplement Bug Club phonics with a variety of activities, including the use of activities taken from Letters and Sounds, Twinkl Phonics and interactive programs such as Phonics Play. This is only carried out where terms and language used are the same as Bug Club phonics. Teaching is usually delivered to the whole class, but children work in small groups displaying **Teamwork** and individually as necessary to support their learning in a differentiated, personalised way.

Phonics teaching continues for groups and individuals into **KS2** until children are proficient. We regularly assess pupils'

### Stokesay can. (Outcomes.)



Teachers continually assess children's reading. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Guided reading tasks provide assessment opportunities. Children are also assessed through the use of more formal tests. E.g.: NTS, SATS, past-papers at least 3 times yearly in which **Determination** is encouraged. (more frequently for Year 6). Reading is monitored by the English Lead and SLT. This is through formal lesson observations, book looks, learning walks, test paper GAP analysis and pupil interviews.

#### **SEND**

Reading is a fully inclusive subject at Stokesay, and we are committed to the Special Educational Needs and Disability Code of Practice. The curriculum is not narrowed for pupils; however, books are chosen in accordance with pupils abilities through reading bands. In guided reading, support is given to individual pupils either through additional adult support or amended questioning.

skills in phonics through both reading and writing so that teaching consistently meets the needs of all pupils. Phonics reading books are used to support pupils' decoding and reading skills. Pupils take home a phonics reading book, closely linked to the current sounds being taught at that time. Pupils progress through the phases of phonic books as their skills in phonics and other reading skills develop, until they are able to read widely and independently from the books available to them in their classroom and the school library.

Throughout their time in EYFS and KS1, pupils read with an adult at least weekly. At all points, pupils' book choices are monitored by class teachers to ensure there is an appropriate challenge for their reading skills to develop, balanced with a secure understanding of what they are reading. Pupils' love for reading is not only promoted through reading phonics books, but they are also encouraged to take home a reading book of choice for pleasure and to read with **Honesty** to themselves. Classes also have a 'book voting station' where pupils can vote for the book, they wish to be read to the class that day. These books may be fiction, non-fiction, topic related or books that children bring in from home. As a school we have developed a reading intervention known as 'Bear Words.' The scheme supports the teaching of segmenting and blending words and also the reading of tricky words. The set of words get progressively harder to read as pupils go through each set of Bear Words. Pupils are closely assessed to ensure they are on the most appropriate level for their reading ability.

**The reading curriculum:** From Year 1, the transition from phonics-based early reading to more formalised comprehension teaching begins. Pupils become familiar a further range of questioning (vocabulary, inference, prediction, explanation, retrieval, and Reading Subject Statement summarising/sequencing) and learn to answer increasingly difficult questions related to these 6 strands. -Reading teaching is delivered through whole-class guided reading sessions. -Guided reading sessions involve the whole

class, often involving the current class text that related to the class topic. However, short, unrelated text might also be used when specific strands require additional coverage or very specific skills need teaching.

-Planning for guided reading is done with support of the English Lead and can be tailored to the needs of the class and their age

**Reading for pleasure:** Embedded through our school is a culture of reading for pleasure. Pupils are given frequent opportunities to read independently throughout the school day and encouraged to read daily at home. We have reading clubs that run through the week, such as 'Book Club'. Our school celebrates a variety of book days such as Roald Dahl day and World Book Day, as well as inviting the Book Fayre into school as frequently as possible.