



Reading Rationale

At Beechwood Church of England Primary School, we believe that reading is a fundamental skill for all children. Reading and Writing sit at the heart of the primary curriculum and at Beechwood we value our children's right to be literate and to enjoy literature.

Here at Beechwood, developing vocabulary at all levels is key to our reading offer. Vocabulary levels are strong predictors of later literacy skills. They predict not only how well children will develop reading comprehension, but also their phonological awareness and phonic knowledge. Vocabulary level at age five has been found to be the single best predictor of whether a child brought up in poverty will escape poverty in adult life Marzano and Pickering (2005). Without a good vocabulary, children may struggle to understand what they are taught, to express how they feel, to manage social situations and resolve conflicts.

Phonics

Our systematic, synthetic phonics scheme (Read, Write Inc.) allows our children to decode, decodable words; broaden their understanding of the word meaning and helps children to recall familiar non decodable words. Table top resources and class speed sound charts are used in classrooms to support children during reading, writing and phonic sessions and activities. Staff are expected to use their pinnies daily as an intervention/revision tool to recap graphemes children may have been less secure with throughout the day. This will enable any children who didn't succeed in phonics to succeed before the end of the day. (Please see our Phonics Rationale for more information.)

Expectations

Our reading offer ensures that every child throughout the school has an opportunity to develop their understanding of words, use root words to try to infer word meaning, find synonyms for that word and make links to pictorial/ visual/ audible representations so that words can be fixed in long term memory.

After a lot of research, it is clear that a mixture of whole class reading and smaller guided reading groups is the best compromise to ensure high quality and effective modelling and responses with evidence along with ensuring children can do this independently while reading a text at their decodable level.

Children also have whole class guided reading teaching where reading domains are taught and/or applied along with smaller guided reading groups where teachers can hear children read at their decodable level with the same domain coverage. To develop stamina, children get regular opportunities to read at length and answer a range of domain questions. Childs are expected to complete at least 2

comprehension activities per week that focus on the domain being taught. There will be an opportunity for children to work with guidance from an adult, who will teach the skills required for the domain, work in groups with peers where they have the chance to discuss questions asked and also work independently where they are applying the skills taught. Children also exposed to regular mixed comprehension activities to ensure that a variety of reading domains are regularly practiced.

At Beechwood, we also encourage children to develop a love of reading to ensure that they can become truly successful readers. We ensure that children of all ages have regular opportunities to be read to, regardless of their ability. We believe it is vital for children to be exposed to a range of different literature and that they should all have the opportunity to enjoy listening to others reading and be given the chance to talk about their reading preferences and habits. In addition to this, Children are also given an opportunity to read for pleasure in class but with a specific outcome to ensure children remain on task and focus, therefore not losing the love of what they are reading.

Assessment

Reading is assessed regularly during the guided reading sessions, during or after independent comprehension tasks and more formally tested every term using NFER assessments and past papers of previous key skills assessments. These assessments are to identify assessment of learning (has the child mastered the skills or recalled this knowledge at this moment in time?) and assessment for learning (what learning provision is needed to ensure the child knows more and understand more?) Assessment also ensures that staff can identify the barriers that some children might have when not achieving at their age related expectation so that specific and effective intervention can close their attainment gap (i.e. identifying that a child's barrier is one of decoding, not their phonological understanding but recall of strategies to break words down, rather than just hearing a child read more).

During guided reading sessions, ARE recording sheets, relating to the domains, are used to keep a record of each child's progress. These are regularly updated by the class teacher and teaching assistant, based on observations and findings from: guided reading sessions; whole class reading and discussion; daily reader interventions and the child's home reading records.

All lessons must have a learning objective and success criteria that is linked to the domain being taught that week, so children are aware of the learning outcome and how it can be achieved. These are shared with child at the start of a lesson and/or throughout the duration. Children are then expected to self-assess their work against the success criteria and use this to inform their child comment that is written for each lesson.