

Reading

Intent- We aim to...



LEGACY

foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.

provide children with necessary life-long skills to ensure they can read confidently and with a secure understanding.



DIVERSITY

provide plenty of opportunities to read for pleasure .

develop a consistent approach to reading teaching in order to close any gaps and to target the highest number of children attaining the expected standard or higher.



ENQUIRY

ensure reading is a transferable skill and that children are reading across the wider curriculum.

Implementation - How do we achieve our aim?

At DAPS, we believe reading is an essential life skill and lies at the heart of our curriculum. We view reading as an entitlement for all and that reading is key to academic success. By centring reading at the core of our curriculum, we are instilling in children an understanding that reading is a transferable skill that will benefit them in all subjects.

Reading for practice – Learning to read

A Systematic Approach



In EYFS and key stage 1, we use a systematic synthetic phonics programme called 'Little Wandle' which is supported by a comprehensive scheme of decodable reading books provided by Collins Big Cat Letters and Sounds which are matched to their phonic knowledge. All children have daily phonics or spelling lessons where they participate in speaking, listening, spelling and reading activities that are matched to their current need. Phonics begins on a child's very first day in Elm class.

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

In year 2, children carry on with daily phonics lessons and reading practice sessions until they are secure in Phase 5. From year 2, children continue to develop fluency, prosody, accuracy and automaticity through strategies such as echo and choral reading in their whole class reading lessons, one of which each week is focused on these skills specifically.

Daily Reading Practice

In EYFS and key stage 1 all children read aloud during phonics or group/whole class reading and throughout other subjects. In key stage 2 children read 5 times per week in whole class reading lessons and daily throughout other subjects.

Support to Catch Up

Our lowest bottom 20% of readers, read 3 times a week one to one with an adult. Any child who is reading below the expected level for their age are assessed immediately to identify what support and teaching they need to become fluent, accurate readers. For children in Reception or Year 1 intervention is in the form of individual or group keep-up or catch up sessions. Children in Year 2 and above who are not at age-related expectations for reading are assessed using the Little Wandle Rapid Catch-up phonics assessment and fluency assessment to check if they need to follow the Little Wandle Rapid Catch-up programme. By using these assessments, gaps are identified and a robust programme is put in place to ensure they learn to read quickly. These children read books matched to their phonic level. We also hold extra reading fluency practice in small groups in order to secure fluency and prosody (expression). Some children might need help to build a mental model of their reading and take part in inference training intervention.

Reading Books



Children read our Collins Big Cat Letters and Sounds reading books until they are assessed as reading fluently enough to leave the programme. Children may then read colour banded books (Turquoise band through to Lime band) which are matched to their current level or they may move to being a free reader where they chose their own books to read from a given selection, with guidance from their teacher.

Reading for meaning – Reading to learn

Clearly Structured Lessons

We have whole class guided reading comprehension sessions from Year 1 onwards. We use the CUSP curriculum. It ensures that teachers ask, and children answer, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Reading Spine

Each class has its own reading spine included within our Literature spine. The reading spine is intended to offer our children a core bank of texts that ensures they experience a range of high quality texts and authors during their time at school. Teachers use these in a range of ways, as whole class texts to share, during ERIC sessions, as part of their literacy schemes and in connection with our topics. Children are also encouraged to read these texts independently or share with parents at home.

Impact- How will we know we have achieved our aim?

As a reader leaving DAPS, every child will:



engage in and listen to high quality texts, children will display enthusiasm for reading and choose to read for pleasure.

believe that reading is key to all learning, to allow children to transition confidently.

read for meaning and for pleasure; staff enthusiastically share texts and show themselves as readers; and parents/ visitors actively support us.

choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons and beyond

read in other subject areas and as a result their skills are enhanced and understanding of the world increased.

achieve the expected standard or higher, and through target intervention, those who find reading challenging are helped to catch up.

Reading for pleasure – Reading for enjoyment

Read Aloud

There is a strong correlation between children being read to and them choosing to read independently for pleasure therefore we make reading to our children a priority. Every day, every single child in our school is read to. In EYFS and key stage 1 children vote for the story that will be read to them. Teachers choose an engaging books for their classes; this may be from our Literature Spine or simply a book they know their class will love. Our daily class read is time for pure indulgence in a really good class book.

Book Talk

Children from all classes delight in opportunities for informal 'book talk' with their peers and teachers. Regular opportunities to read for pleasure are timetabled in, with children given opportunities in weekly Book Club (year 2 up) to share recommendations. During reading for pleasure (Reading Time) sessions, children spend time reading quietly the books they have chosen. The teachers might also be caught reading a book during these sessions! Supported by our Literature Spine, our staff possess a wealth of knowledge of children's literature and are able to make recommendations based on their knowledge of each child's preferred texts. In September, each class co-construct a Rights of the Reader charter which establishes ground rules for reading for pleasure sessions.

Reading Communities

Planned events support a love of reading in all our pupils. We participate in regular author workshops which makes texts come alive for our children and provide the opportunities to ask questions. We celebrate our love of reading on World Book Day, where children enjoy activities based on high-quality texts. Book swaps encourage further book talk and discussion, and we also promote Wiltshire Library's Reading Challenges. Our popular Book at Bedtime events encourage children to 'cosy up' with a book and enjoy the simple pleasures of listening to a story whilst sipping hot chocolate. We invite our parents to join us for our 'Reading Café' where they can share books with their children while enjoying refreshments provided by POD. Our biannual Poetry Slam competition encourages our children to love poetry as they learn to recite poems. Our key stage 2 children have regular opportunities to visit the library bus which expands the number of books they have access to. All staff in school see themselves as readers and share their recommendations with the children in their classes through the 'currently reading' posters displayed in each classroom.

Social Reading Environments

Each classroom in our school has a carefully crafted designated area for reading. Our book corners are stimulating environments which encourage reading for pleasure containing books which excite children. Our book corners have a range of genres including fiction, non-fiction and poetry. The non-fiction books include those that support the current topic. Displays inside and outside classrooms focus on authors, record different books read by the children (Wall of Books) and display books we love which all encourages book talk. Forest school is another environment where you will catch us reading!

Reading at Home

Parent workshops emphasise the importance of re-reading decodable phonic books to parents and provide advice on supporting decoding skills at home. All children in EYFS and key stage 1 bring home a 'Shared book', which may be above their independent reading ability, to share with an adult at home. Reading books are monitored to ensure texts are at the perfect level for each child. Our expectation at DAPS is that our children read to an adult at least five times a week.