



Reading



What does Reading look like at Sunnyside?

Daily Read Write Inc sessions, Creative phonics daily, Phonics as part of continuous provision, Explicit focus- Reading skills taught 3 x a week minimum, Book Based Curriculum: supplemented by a range of fiction, non-fiction and poetry, VIPERS, Book Themed Assemblies, Breakfast with a Book, Reading Buddies, Reading Corner in every classroom, Daily Newsround and Debate, Talk for Writing, 1:1 Home-school reading weekly, Reading Plus, Comprehension through questioning, Targeted reading Interventions, Class novel/ story, Daily read/ Share a story, Promotion of Reading for Pleasure

reading plus®



Vocabulary



Inference



Prediction



Explain



Retrieve



Summarise/ Sequence

Reading Intent Statement

At Sunnyside Spencer Academy, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers, allowing the children to acquire knowledge through reading and build upon what they already know. The intent of our reading curriculum is to ensure that by the time the children leave our school, they are competent readers, who can recommend books to their peers, have a thirst for reading a range of genres, including poetry and non-fiction, and are confident to participate in discussions, and answers questions, about an author's choice of language. We believe that by the time our children leave our school, they will have fully experienced how it feels to be immersed into a environment that holds reading at the heart of its curriculum and because of this, they will have had the chance to develop culturally, emotionally, socially and intellectually.

Curriculum Intent

The programme of study set out in the National Curriculum for reading at key stages 1 and 2 consist of two dimensions:

- Word Reading
- Comprehension (both listening and reading)

At Sunnyside Spencer Academy, we aim for all children to develop competence in both dimensions, enabling all children to develop the skills to speedily read familiar and unfamiliar words (decoding), with a sound understanding of how the letters on the page represent the sounds in spoken words (phonics). As a school, we recognise that good comprehension draws from good linguistic knowledge, vocabulary and grammar, and on the knowledge of the world and therefore, our curriculum is underpinned by a wide range of literature. We know that reading widely and often, increases pupils' vocabulary, feeds the imagination and opens up a treasure- house of wonder, so when the children step inside their classrooms, they will feel supported and challenged to ask questions, be curious and feel immersed into a learning environment that is rich with knowledge and books.

Curriculum Implementation:

Reading skills will be taught explicitly in KS1/ KS2, so that all children are able to ask and answer questions about a text or an author's choice of language and the impact that this has on the reader. A range of genres are carefully chosen to supplement the topic for the half term including: stories, non-fiction and poetry and will be taught through explicit reading skills sessions or shared within a whole class shared read. Every class will have a simple speed sound/ complex speed sound chart on display and will refer to it when teaching unfamiliar sounds. A range of class texts will be displayed as part of the immersive reading environment additional to an area dedicated to reading within each classroom. These texts will be used to supplement the topic, extend vocabulary/ knowledge and to read for pleasure. Reading sessions are explicitly planned for on medium term plan/ yearly overview, with extra sessions to identify gaps. Teaching assistants and teachers will listen to each child read at least once a week and there is an expectation for all children to read at home weekly. Interventions for those children that struggle to read at home are put in place accordingly. Children will have daily opportunities to read for pleasure and for information, throughout all elements of the curriculum and have a reading buddy to share a story with weekly.

Phonics

Phonics will be taught daily, through half an hour sessions (see phonics WILL) and RWI Creative Phonics will be available through the continuous provision and used as targeted interventions weekly, as and when necessary. Phonics Book Bag Books will be given to all children alongside their Oxford Reading Tree stage book, to embed their knowledge of phonics at the correct level. Assessments will be carried out half-terminally and teaching and learning will be monitored by the reading leads.

VIPERS

Reading skills will be taught explicitly for half an hour in KS1/2 at least three times a week through VIPERS and reading toolkits will be used to provide evidence of progress and allow children to reflect upon their learning. The use of the reading slides will ensure that there are clear learning objectives and VIPERS sessions will be used to explore a range of genres/ text types,

Reading Plus:

Year 5 and 6 use Reading Plus at least 3 times a week, this will be monitored by class teachers and interventions provided where necessary. This will be recorded during RAG meetings.

Home –School Reading Expectations

All children will read with an adult once a week, with an expectation of them reading at home at least 3 X a week.

Curriculum Impact:

SCHOOL DEVELOPMENT PLAN TARGETS HERE ??

The impact of our reading curriculum will enable all children to read with fluency and accuracy: decoding for word recognition and drawing on their knowledge of vocabulary and grammar to comprehend meaning. The children will be able to confidently ask and answer questions and communicate their ideas and emotions about a range of different texts and discuss how an author's choice of language can impact the reader. Through our broad and balanced curriculum, the children will explore a wide range of literature, that will enable them to develop culturally and socially and help them grow into positive role models with high aspirations. Through a range of carefully selected books, the curriculum will enable the children to acquire knowledge and build upon prior knowledge, that will help them to understand more about the world that they live in. By the time children leave our school, they will have a wide range of vocabulary and an appreciation and love for reading. The curriculum will not only ignite their imaginations through a range of literature, but, it will provide them with a selection of skills and techniques that they will be able to draw upon in order to read fluently, justify their opinions and become positive members of society.

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Non-Negotiables:

- Reading lessons are explicitly planned for on Medium Term Planning
- Reading skills are taught 3 X a week minimum
- A range of texts to support half-term topic must include: fiction, non-fiction and poetry
- Reading corner in every classroom
- VIPERS display (Reading skill that is being taught that day should be circled)
- Weekly planning slides saved on the shared drive (sequence of learning)
- Children to read at home X 3 minimum (or identified as a targeted reader)
- Phonics to be taught daily (plus interventions throughout the day RAG)
- Creative phonics to be taught at least 3 X a week minimum in KS1
- Staff to take it in turns to lead a reading assembly weekly to share a love of books