

# Reading Rationale



Love is the rich soil in which all our Christian values take root.

Living out these values will enable us all to grow, blossom and flourish

## **Matthew 13:23**

*But the seed falling on good soil refers to someone who hears the word and understands it. This is the one who produces a crop, yielding a hundred, sixty or thirty times what was sown."*

## **National Curriculum Aims for English**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **National Curriculum Purpose for English**

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Children are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Becoming Literate**

At North Stainley children are taught to read using 'Read, Write Inc.' They are taught to decode and blend words using the sounds they have learnt in discrete Phonics sessions.

Throughout Early Years and Key Stage 1 the children will read a phonics book related to the 'Read Write Inc.' programme. This is a combination of fiction and nonfiction books placed into sets appropriate for a child's reading development and linked with the phonics sounds that they are learning. Once a child is a competent reader and they can show fluency and a deep understanding of what they have read they move off the reading scheme books.

From Early Years on children are encouraged to develop a love of reading and books. All pupils have access to a range of fiction and nonfiction books and families are encouraged to read with and to their children as frequently as possible. A detailed parent's guide to reading is available on the school website, as is a guide to phonics, a phonics glossary and links to recommended age appropriate books. Parents are kept informed of their child's current attainment and progress in phonics and reading through a short report in phonics in the Autumn and Spring Term, a longer report in the Summer Term as well as at parents' evenings.

### **English Reading Rationale**

The best primary schools teach virtually every child to read, regardless of their social and economic circumstances of their neighbourhoods, ethnicity, their languages spoken at home and most special educational needs or disabilities. It is our desire to be in this category and as such teaching all children to read is a central priority.

Reading is a fundamental skill that provides access to virtually all other learning. Without being able to read children are significantly disadvantaged. Reading is the foundation for good academic success but also to emotional and physical wellbeing.

### **We aim to help our children to:**

- Enter the next phase of their education as literate confident readers.
- Love reading recognising the academic, social emotional and lifelong learning benefits it brings.
- Master the core basic skills of reading: decoding, fluency, comprehension and inference.
- Have the chance to follow an enriching curriculum by getting them reading early; learning to read and reading to learn.
- Achieve at least in line with national expectations at key stages and phases.
- Be confident and able to access the next stage or phase of their education with confidence in their reading ability.

Intent	Implementation	Impact: to be reviewed at the end of each academic year
<p>At North Stainely we believe children should learn to read in a way that motivates and inspires them.</p> <p>Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read. Meek (1983) believes that, 'Readers are made when they discover the activity is worth it.'</p> <p>By the time they leave primary school they will have the knowledge, skills and enthusiasm to read widely to further their knowledge and also for pleasure.</p> <p>They will read with confidence and talk confidently about their reading experiences and habits.</p> <p>Teacher and TA subject knowledge in phonics and reading enables all pupils to achieve their full potential.</p> <p>Pupils have a wide vocabulary and a rich understanding of the meaning of words encountered.</p>	<p>Because of its central importance, reading is planned for carefully and systematically from the outset.</p> <p>Each English unit is well sequenced and develops incrementally.</p> <p>Phonics is planned in line with the Read Write Inc. programme.</p> <p>Individual reading books are organised to link with Read Write Inc. and our coloured book band system.</p> <p>Reading records and regular assessments are completed. Phonics and reading audits are completed by the Subject Leader.</p> <p>Reading for pleasure is promoted across KS1 and KS2. All children are given daily opportunities to read independently and to listen to stories read by adults. National events such as World Book Day, Summer Reading Challenge are promoted as are school specific challenges such as 'Reading Bingo'.</p> <p>Staff are provided with professional training through North Yorkshire Education Services and through the English Hub.</p> <p>Children are read to frequently.</p> <p>Vocabulary is introduced across the curriculum and identified on planning formats. New vocabulary is discussed and displayed in classrooms.</p>	<p>Through our monitoring and evaluation which involves hearing children read, talking to children about their reading, reviewing learning sequences with staff, reviewing children's books, observing teaching and learning and evaluating data, children at our school learn to read well.</p>

## Knowledge and Enquiry in English Reading

According to Ofsted 2004, 'Texts pupils read should match children's proficiency so they are reading at 90% accuracy.' At North Stainley, we understand the importance of children enjoying the reading process and how this can be impeded if the children are faced with texts which are inaccessible. Therefore, staff ensure that the texts children are reading are sufficiently accessible, so that at least 90% of the words are decodable. In addition, it is important to check that the children understand the text – reading is a 'message getting activity' (Clay) not simply a decoding activity.

We use the following guidance to assess the suitability of a text:

Accuracy rate 95-100%. The reader is reading a text which is EASY. A high level of success will be experienced. Texts that children read independently of adult support should be of this level.

Accuracy rate 90-94%. The reader is reading a text which is INSTRUCTIONAL. At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be (is) appropriate for guided reading or reading with an adult.

Accuracy rate 50-89%. The reader is reading a text which is HARD. The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book. This might be to a book at a lower level or an easier book at the same level. The adult also might decide to read the book to the child first, share read the book or 'introduce' the story and characters first – this might shift the book from hard to instructional level and enable the child to carry on with texts at this level.

We use the following terminology:

Decoding	Sounding out words and blending sounds together.
Fluency	Read with appropriate speed accuracy and expression.
Comprehension	Processing text and understanding meaning.
Inference	Reading between the lines and interpreting what is meant.

At North Stainley, we teach the following skills through phonics lessons, individual and whole class reading and guided reading sessions:

Concepts about print	Open front cover. Turn pages appropriately. Understand that left page comes before right. Understand that we read print from left to right. Match spoken word to printed word (one-to-one correspondence).
Decoding and blending and knowledge of the alphabetic code	Sound talk words. Identify known phonemes. Break words into chunks.
Self-monitoring and self-correction	Stop if it doesn't make sense. Question if it sounds/looks right. The adult should not intervene too quickly when an error is made, but allow time for the child to self-monitor.
Rereading	Reread a phrase or sentence to check, confirm, problem solve or self-correct. Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.

Phrasing and fluency	As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.
Retrieval	Locating information in text to answer a question.
Inference and deduction	Children should be encouraged to ask their own questions about their reading. They are taught using inference training texts and activities.
Authorial awareness	Point of view, linguistic choices, structural choices and context of text

### **Creativity in English Reading**

Creativity and knowledge should work together as creativity involves making connections and using existing knowledge to create new knowledge. At North Stainley, our curriculum is designed so that a purposeful and natural link is made between English and other subjects. In order to motivate and inspire our children, high quality texts are used from EYFS to Year 6 and where possible, link to a theme that is being covered in Foundation Subjects such as History or Geography or the Early Years areas of learning. For example, in Year 5 and 6, children could apply their knowledge of a significant period in History to write a newspaper report from the viewpoint of a particular person from that time.

### **Assessment in English Reading**

Tracking progress throughout school life is vital in order to establish the acquisition of knowledge and skills. At North Stainley, learning always starts with prior knowledge and any misconceptions the children may have. Class teachers decide upon the most appropriate age-related way of obtaining prior knowledge. Units of work are then personalised to the children. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher.