West Park CE Primary Subject on a Page - English Reading

INTENT- What pupils will learn at West Park?

Provide a strong foundation in phonics and teach the skills needed to develop growing fluency in reading.	Nurture a love of reading so that each pupil's world is opened up by what they read.	Provide pupils with a diverse and rich diet of reading material to broaden their experience of the world.	To develop pupils' ability to read for a wide range of purposes.	Ensure progress from EYFS to Y6 by providing a rich and varied range of quality texts to inspire a love of reading.	Support and stretch all learners to improve comprehension of ambitious texts.

IMPLEMENTATION- What teaching activities are planned at West Park?

Planning- The planning of reading is sequenced to ensure children are able to use their phonetic knowledge to be able to decode words, phrases, sentences and whole texts. We use 'Read Write Inc' as our systematic phonics scheme for the teaching of early reading. As children become confident decoders, we focus our reading lessons on developing fluency and comprehension. We use a range of high quality, diverse texts to inspire children and to ensure they can see reflections of themselves and look through and see other worlds too.	**Recording-** Reading activities in EYFS and Y1 are oral with lots of interaction and speaking and listening activities taking place. As pupils move into Y2 they orally rehearse their answers to reading comprehension questions in readiness for more formal written responses. In KS2, pupils become more confident at recording their responses in written format, although there is still plenty of opportunities for verbal interaction over books and texts. Adults record notes when 1:1 reading with all pupils from EYFS to Y6.
Assessment- As children are learning to decode, they are assessed half termly using the RWInc assessments, these are used to inform groupings, targeted teaching and interventions to ensure children 'keep up not catch up'. Children read regularly in school with an adult 1:1 to provide further opportunities for teachers to assess children's reading aloud. Throughout KS2 formative and summative assessment takes place at regular and timely intervals to track progress and provide targeted intervention for any pupils who may fall behind.	**Vocabulary-** Through the rich and varied range of books that are selected for each year group, pupils are exposed to a wealth of vocabulary that develops their understanding of the English language. This ensures that confidence to use a broad range of vocabulary is built and pupils are encouraged to be ambitious in their word choices. Quality texts ensure that pupils are immersed in inspiring and adventurous language.
EYFS- In EYFS, pupils enjoy rhyming and rhythmic activities; this engages them in a language rich environment and from there they begin the journey of phonics. Phonics teaching begins as soon as the children start school. Pupils are read to every day, and are listened to on a regular basis. They have books to share and take home – a decodable book and a 'sharing book' to enjoy listening to with an adult.	**Enrichment-** Our school library is an important part of our school which children can visit each week with their class. Book clubs are run for pupils in KS2. We have established strong connections with the Schools Library Service and local independent bookshop which help us to facilitate author visits in school. World Book Day is celebrated in our school each year but with a clear message that every day is a day for books!
Adaptation- Children are supported to 'keep up not catch up' with their early reading and daily 'pinny time' or intervention is provided for all pupils at the earliest stages of learning to read. All pupils are exposed to high quality texts to immerse them in a rich vocabulary. For more formal reading activities, pupils are given scaffolds suited to their needs and written outcomes may differ to ensure children make progress with learning to read.	**Values – Let your Light Shine'** **Kindness -** pupils will recommend books to their peers and join in discussions. **Independence –** pupils will select texts they are able to access independently. **Creativity** - pupils will encounter a range of authors, illustrators and text types. **Faith –** pupils will be exposed to a diverse range of texts with windows, mirrors and doors into the world.

IMPACT- What will pupils remember and be able to do?

Children love reading and immerse themselves in books.	Children have a secure grasp of phonics by the end of Y1 and are becoming independent readers by Y2.	Children can read a wide range of books and texts and read for a range of purposes in all subjects.	There is a culture of 'reading for pleasure' across all year groups.	Children can talk about what they have read with a growing confidence.	Children are able to select their own reading material independently and make recommendations to their peers.