



# Subject on a Page – Reading

## Why we teach it?

Reading is an essential element in the broad and balanced curriculum we aim to provide at Marsh Lane Primary School.

Our Reading curriculum values:

- familiarising children – with characters, setting, key themes, dilemmas, resolutions
- encouragement of children to make links with other books and areas of the curriculum
- embedding learning and deepening reading skills
- building up children's reading stamina

The aims of the Reading curriculum are:

- To develop an understanding of the world
- To deepen empathy for others
- To broaden communication skills
- To embed a love of reading
- To enhance writing skills

## Intent – What we teach

EYFS and KS1 pupils have daily phonics sessions. In EYFS, pupils first experience reading by verbally telling stories through picture books. Once they have begun to learn the grapheme-phoneme correspondences in their phonics sessions, they then access phased phonic books so they can apply their knowledge and skills. Books progress as their competence and skill increases.

By the end of the year; EYFS pupils are expected to be fluently blending and segmenting Phase 4 decodable books and Year 1 pupils are expected to be fluently reading books linked to Phase 5c Mastery. In Year 2, pupils who have passed their phonics screener then move to colour-banded books.

To compliment pupils' individual decodable readers, they also have weekly opportunities to share book from the recommended reads in our KS1 Reading Spine. This is to develop reading for pleasure and encourage parents to share a wider range of books with their child.

In KS2, individual reading books are selected to match the reading level of the pupil. Pupils move across from colour-banded books to the matched number levels of the PM reading scheme, providing a wider range of genres, then to the final KS2 colour bands before moving on to free reading. Free readers select books from our KS2 Reading Spine, which consists of over 50 recommended reads for each year group.

All scheme readers also choose an additional book from their year group reading spine, which continues to develop reading for pleasure and offers parents the opportunity to read a wide range of texts with and to their child.

Across the school, all pupils are exposed to a broad and balanced Reading Curriculum, which underpins the writing outcomes for each year group.

## Implementation - How we teach it

### Reading For Pleasure

- Quality class novels are read outside of Guided Reading for pupils to experience their teacher's reading to them which we know benefits children's vocabulary, understanding of the world, creativity and imagination, concentration levels and promotes reading for pleasure.
- KS1 Reading for pleasure 'Story' assembly
- Book of the week display in classrooms
- Year Group Reading spines – displayed in the library

- Exciting, engaging reading corners
- Use of school library to allow pupils to choose books that interest them

### EYFS

From Autumn 1:

- Pupils read 1:1 every week
- Lowest 20% read 3 times a week

From Summer 1:

- Pawsome Gang (VIPRS) introduced as a whole class
- Guided Reading session once per week for 15 minutes in small groups
- Tracker completed in Summer term to track pupil's reading skills such as retrieval and inference

### KS1

- Guided Reading is taught for 30 minutes at least 3 times a week
- Guided Reading is taught initially as whole class to introduce the Pawsome Reading Gang and to teach new reading skills
- Guided Reading lessons can then be taught as a carousel of activities including a focus group that works with the teacher to read out loud and answer VIPRS style questions, the other activities focus on reading skills and phonics
- Pupils are also read with 1:1 at least once every two weeks (at least twice a week for focus children – lowest 20%)
- Evidence: kept in individual GR folders
- Assessment: Reading trackers, reading targets in reading records, personal comments in reading records (1:1 reading)

### KS2

- Guided Reading is taught for 30 minutes each day in KS2
- Monday: Class novel
- Tuesday, Wednesday & Thursday: linked sessions from the themed planning (on staff share)
- Friday: reading for pleasure where pupils have access to a carousel of activities to promote the love of reading and exploring new genres this includes the use of reading corners and choosing books from the school library.
- Evidence: kept in children's individual GR books
- Assessment: Reading trackers, reading targets in reading records, reading assessments (e.g. practice papers)

## Impact – evaluation of the above

2021-2022 DATA

EYFS GLD – 85% (17 out of 20 pupils)

Year 1 Phonics Screening Check – 89.5% (17 out of 19 pupils)

End of Year 2 Phonics Screening Check – 90% (18 out of 20 pupils)

End of KS1 Reading – 65% (13 out of 20 pupils)

End of KS2 Reading – 77% (17 out of 22 pupils) (National Attainment 74%)

2022-2023 DATA

EYFS GLD – 75% (15 out of 20 pupils)

Year 1 Phonics Screening Check – 92% (out of 21 pupils)

End of Year 2 Phonics Screening Check – 50% (1 out of 2 pupils)

End of KS1 Reading – 85% (16 out of 19 pupils)

End of KS2 Reading – 87% (20 out of 23 pupils) (National Attainment 73%)

