



ENGLISH - READING on a page

At D'Eyncourt, we believe that reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore, reading is given a high priority. We want the children to become enthusiastic, independent and reflective readers across a wide range of literature, including different text types and genres, books, posters, magazines, labels and newspapers. It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material. We want our children to be 'readers', not just children who can read.



Intent: We aim to...



Ensure our children have access to a high quality, broad and balanced English curriculum that is both challenging and enjoyable. Our English curriculum has been designed with a focus on high quality teaching and high quality literature that models high standards in reading to secure high expectations and inspire readers.



Enable children to become fluent, confident and expressive readers who read with enjoyment across a range of genres in school and for pleasure. Through exciting lessons and opportunities, we want to encourage a love of reading. We aim to share a variety of genres and authors and poets to study to enhance learning.

Provide our children with the understanding and ability to apply their knowledge of phonics built through EYFS and KS1 and spelling patterns and use this to decode words with accuracy. We then aim for all children to build their bank of sight words to enable fluent reading.



Provide children with a clear understanding of words and their meanings, developing a rich and varied vocabulary that they can apply to other subjects and lessons across the curriculum. We want children to understand and respond to literature drawn from a range of cultures and literary heritage.



Develop through our teaching of reading curiosity and interest, independence, confidence, perseverance, reflection, and respect for other views and cultures. We want a consistent approach to teaching reading in order to close any gaps and to target the highest number of children attaining the expected standard or higher.



Implementation: How do we implement our aims?

Reading takes place throughout the curriculum therefore reading is key to academic success. We instil in children that reading is a transferable skill that will benefit them in all curriculum areas. We ensure that children read within and outside of reading lessons, where they can read for a range of purpose. The teaching of reading begins with phonics through the Read Write Inc (RWI) scheme (see RWI policy). In EYFS and KS1, all children have daily phonics or spelling sessions where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. Once the RWI scheme is completed, children are taught the skills for reading and are encouraged to apply the skills they have been taught in focused reading lessons- guided reading. Reading at D'Eyncourt is taught in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages. If any children in KS2 need further support in reading, the Fresh Start scheme is used to support childrens' phonic understanding. This is delivered in small focussed groups after discussion with the SENDCo.



In EYFS and KS1, all children receive daily phonics or group/whole class reading if they have completed the RWI scheme. In addition, the lowest 20% read at least once a week with teachers or TAs. Where phonics is a primary focus in EYFS and KS1, in KS2 the focus is on comprehension, as the expectation is that children will read with an appropriate level of fluency by the end of Year 2. Children in KS2, read during whole class reading lessons and again, the lowest 20% are targeted. Those who are less fluent are heard read regularly and Salford reading tests take place termly. There are opportunities through KS1 and 2 to read in other curriculum subjects as well.

Whole Class Reading Lessons

Once children in KS1 have completed the RWI scheme, KS1 children engage in guided reading sessions with the focus of developing fluency, comprehension and phonic skills. In Years 3-6 we deliver daily whole class reading sessions based on comprehension. These lessons are structured to ensure the key reading domains are taught regularly.



Teaching in these sessions across the school, focusses on developing pupils' competence in both word reading and comprehension as outlined in the national Curriculum Programmes of Study for reading. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that letters on the page represent the sounds in spoken words. This is why at D'Eyncourt, phonics is emphasised in the early teaching of reading (see separate policy). Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. In sessions, we use the Twinkl Reading Dogs 'Totally Pawsome Reading Gang' to share the reading domains with the children in an engaging way.

Lesson Structure

In Key Stage 1, reading is taught daily in 30-minute sessions. In Key Stage 2, pupils take part in three to four 45-minute reading lessons each week. Teachers have an explicit instructional role in these sessions, ensuring that lessons are purposeful, well-structured and focused on clearly defined learning objectives.

Each lesson begins with a short, focused starter known as RIC time, designed to activate prior knowledge and develop comprehension skills. Using an image, short text extract or video stimulus, pupils respond to three questions: one retrieval, one inference and one choice question.

The main part of the lesson focuses on a specific reading domain (Reading Dogs), with explicit teaching of key comprehension skills. Alongside these taught skills, there is a clear emphasis on developing reading efficiency, independence and breadth. Pupils engage with short extracts from a wide range of genres, including classic texts and class readers, which form the basis for independent comprehension tasks. These texts are also used to support explicit vocabulary instruction through pre-reading activities, widening pupils' language knowledge and understanding. The questions are carefully adapted to provide appropriate scaffold and challenge, ensuring all pupils can access the learning while being supported to think deeply and make progress.

Consistent strategies are reinforced throughout these sessions, beginning with the identification and highlighting of key words and progressing towards summarising texts using key vocabulary. As pupils move through the key stage, expectations increase, with a growing focus on reading fluency and efficiency. Reading speed is tracked, and targeted intervention is provided where necessary to ensure all pupils make progress.





Implementation: Continued...

Assessment

Ongoing formative assessment takes place at all times in the classroom seen through regular verbal feedback and marking (see Assessment Policy). Assessing pupils progress is reported termly where staff complete data trackers, complete data stories and attend progress meetings where interventions are planned. Standardisation meetings are held through our Primary connections and local authority. Year 6 use past SATs papers to monitor attainment against a national benchmark. Salford Reading tests are completed termly and reading fluency assessments are used to support. Prior/post learning informs future planning and progress is demonstrated in books and celebrates effort and achievement. Official reading assessment takes place in Reception (Baseline), Year 1 (Phonic Check) and Year 6 (Key Stage 2 SATS).



Reading at home/school

Early reading begins with early picture books then, once children begin blending in RWI, they then have a RWI 'Book Bag Book' to take home which is carefully matched to their phonic ability. Once children have completed RWI they move onto free readers which are colour coded. As well as this, children can choose a book from their class library as a 'Reading for Pleasure' book. Our classrooms all have book corners/areas and our libraries are well-stocked. All these books have been carefully selected to suit each year group and can be read by the child or shared by an adult at home.



Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through their reading diary. Children are also heard read their reading scheme book or free reader in school and staff monitor their progress. Parent helpers also come into school to hear children read. Key Stage two pupils act as reading buddies to Reception and Key Stage 1 children.

Promoting Reading

Throughout D'Eyncourt, we promote a love of reading through various means. In all classrooms, book corners/ reading for pleasure areas are accessible to the children at all times, staff use books to plan for children's interests and class topics, a home reading scheme where books are changed regularly is in place, enthusiastic staff share their love of books with children, story props, sacks and boxes enhance core books, we involve parents in understanding the importance of early reading through workshops, reading diaries, home reading books, reading intervention groups are implemented, visits to the local library and author visits are planned through school, World Book Day is celebrated annually, 'Story time' in which the class teacher reads to the class happens regularly and year 5/6 children take part in a local reading competition. Teachers read a variety of stories to their class as this supports language development. All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils.



Working Walls and resources

We recognise the role that working walls have in the teaching and learning of reading by having current learning visible in each room. Every classroom has an English Working Wall or area, which has key vocabulary, WAGOLs, word of the week, SPAG terminology and other display material that provides a visual support for the children's learning. Resources are carefully selected by teachers to best support reading. The RWI resources are all organised so it is easy to access and online resources are used to support learning.



Book Talk

As we have said, reading is an essential part in all lessons. We recognise that reading is more than practice and written comprehension, and that children should be given opportunities to discuss a texts verbally. This is done through discussion in EYFS and KS1 and Book Talk sessions in KS2. In these lessons, the children are introduced to their new text that they will study. Children discuss texts read by focusing on cover, blurb and through reading the text itself.

Reading Dogs

Vocabulary Victor: KS1 content domain 1A, KS2 = 2A. These questions help children to think about the words an author has used, what those words might mean - as deduced by context - and alternative word choices which would convey the same meaning.

Rex Retriever: KS1 content domain 1B, KS2 = 2B. These questions help children to answer questions by finding evidence in the text - finding and copying accurately from the words given by the author.

Sequencing Suki: KS1 content domain 1C. To These questions help children to recall the order in which events happened in the text. This could pertain to what happened first or last, matching events to the date or time they happened or numbering a series of events chronologically.

Inference Iggy: KS1 content domain 1D, KS2 = 2D. This helps children to hunt for clues within the text to help them to infer why or how something is true. These questions might link to how characters feel, their actions or the events of the story. These questions can be tricky for some children so Iggy breaks them down into small, progressive steps which build on inference skills.

Predicting Pip: KS1 content domain 1E, KS2 = 2E. Pip uses her crystal ball to help children to see into the future - predicting the events of the future based on what has already happened.

Summarising Sheba: KS2 content domain 2C. This means that she is there to help you to sum up what you've read. She helps you to do this by reading the text, picking out the key points that are really important and giving a quick run-down of the text's main ideas.

Arlo the Author: KS2 content domain 2G. This means that he is there to help you to spot examples of ambitious vocabulary and figurative language within the text. When you find them, Arlo helps you to think about why the author made those vocabulary choices and how they give a certain meaning to the text.

Cassie the Commentator: KS2 content domain 2F and 2H. This means she is there to explain how certain parts of a text build or change an overall message or meaning and say how characters or events within the story are similar to or different from each other or how a single character changes over the course of a story.



Story Time

Teachers read to children in all classes, and story time is a key part of the day. In EYFS and KS1, children have a daily reading session where books are chosen together to be celebrated and enjoyed. In KS2, children help select class reading texts, which are read to children for 10 minutes daily.



Impact: We know we've achieved our aims by...



Children making progress from their starting points and reading with a clear purpose and understanding.

Children enjoy reading regularly, for information and enjoyment and they discuss books with excitement and interest.



Children use a range of strategies for decoding words, not solely relying on phonics and have a good knowledge of a range of authors.



Parents and carers have a good understanding of how they can support reading and home, and contribute regularly to home-school records.

Children understand that English skills are transferable to other subjects and they can apply skills to other areas.



The percentage of pupils working at ARE and GD within each year group will be at least in line with national averages and any gaps addressed.

Knowledge, understanding and skills are secured and embedded so children are prepared for learning beyond their time at D'Eyncourt.



The impact on our children is clear: progress, sustained learning and transferrable skills. Pupils have a love of reading and read confidently to gain new knowledge across the curriculum and of the world around them. They have a sound knowledge of genres and authors enabling them to make informed choices when selecting books to read themselves. All pupils read fluently, accurately, with speed and enjoyment.

Children understand the relevance and importance of what they are learning in relation to the real world. Children know that reading is a vital life skill that they will rely on in many areas of their daily life.

Through consistent teaching and our high expectations, children at D'Eyncourt become secure readers. The impact of our English curriculum is evaluated regularly through end of year assessments and Government tests; through Governor meetings, visits and through our own monitoring of teaching, learning and pupil voice. All children achieve well by developing knowledge and skills on their reading journey through school. This is demonstrated through outcomes at EYFS, Year 1 and Key Stage 2.

Children with SEND achieve the best possible outcomes and are monitored and supported through their school journey at D'Eyncourt by our SENDCo.



Our children understand what they do well and what they need to do to improve. They know that they need to use different skills across the whole curriculum. Reading and English books evidence work of a high standard of which children clearly take pride demonstrating good understanding of reading. The feedback given in lessons and interventions planned, support children to strive to be the best readers they can be, ensuring a high proportion of children are working at ARE or above. Our school standards are high, we moderate our books both internally and externally and children are achieving well providing a solid grounding for their development after they leave D'Eyncourt.