

Flimby Primary School – Reading

Intent

How we have planned our reading curriculum

At Flimby Primary School, we provide our pupils with a high-quality education in English that will teach them to speak, read and write fluently so that they can communicate effectively. We are passionate about ensuring all children become confident and enthusiastic readers.

We value reading as a key life skill, one that lays the foundations for lifelong learning. We believe that phonics provides the basis for this learning and enables children to become fluent readers. Therefore, the teaching of phonics is of high priority at Flimby School. The Read, Write Inc. programme (RWI) is a systematic, synthetic phonics programme that explicitly teaches children to read accurately and fluently. At our school we want every child to learn to decode quickly and accurately so that reading becomes fluent and effortless.

Flimby Primary School is committed to ensuring every pupil will learn to read, regardless of their needs, background and abilities. The lowest 20% of children are identified from our rigorous half termly assessments, and targeted for extra one-to-one tuition, in order for them to “keep up, not catch up”.

The RWI reading books that the children access in their daily phonics sessions at school, as well as those that they take home, are matched to the children’s phonic knowledge and so are fully decodable.

We encourage and inspire all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live and to gain knowledge across the curriculum. We aim to establish an appreciation and a love of reading and to develop pupils’ comprehension skills.

It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, confidently and will be lifelong readers who read for pleasure.

Implementation

How we teach our reading curriculum

At Flimby Primary School pupils learn to read using an effective synthetic phonics programme. We use Ruth Miskin’s Read, Write, Inc scheme.

The systematic teaching of phonics has a high priority throughout the Early Years Foundation Stage (EYFS) and Key Stage 1. Phonics is taught daily to all children in EYFS, Year 1 and those in Year 2 and 3 who have not passed the phonics screening or completed the RWI phonics programme. Pupils work within ability groups, which are defined by their performance on RWI assessments. Pupils are assessed every half term and the groups are reorganised accordingly. In EYFS, as well as daily lessons, essential knowledge and skills in phonics is developed through Fred Games and Pinny Time. All children are encouraged to transfer the skills they learn in their phonics sessions into their independent reading and writing.

In Years 3 to 6, reading is taught by immersing all pupils in an age-appropriate text. This may be the whole text or an extract, which is high-quality and language rich. This is done through whole class reading sessions, Reciprocal Reading groups and small group guided reading sessions

Each week, every class has the opportunity to visit our school library, which provides a large range of quality resources. The pupils are encouraged to borrow books to enjoy for pleasure at home. There is also an opportunity for our parent community to take part in a book swap.

Daily reading time is non-negotiable and protected. These sessions are silent, so that the children can fully focus on the book they are enjoying. During this time, pupils can choose to read their matched book or a book for pleasure. They can also select a text from their class library during this time.

Every day, teachers read to their class. We select books from a variety of genres and authors. We have adapted Pie Corbett's Reading Spine to ensure that the class reader is an engaging, age-appropriate text, which introduces the children to different cultures and authors. This time is for pure reading enjoyment!

We acknowledge pupils who need additional reading support through on-going formative and summative assessment. The lowest 20% of readers in each year group are heard regularly by an adult. This includes reading to a teacher, a teaching assistant or a volunteer. Our volunteers are trained to support our pupils, so that they have an impact on their reading development.

Reading at home - EYFS and Key Stage 1 children take home reading books matched to their phonic knowledge, with a focus on building the children's fluency, as we know that this has a huge impact on their understanding. In Key Stage 2, or when children have moved off the RWInc Phonics scheme, our children use Accelerated Reader to monitor their comprehension and fluency to ensure their books are correctly matched. Key Stage 2 children can also access books electronically through the MYON book platform.

To maintain a passion of reading across the school, we take part in lots of events such as World Book Day, World Poetry Day and National Story Telling Week. We also invite visiting authors into school, to share their top tips with us.

Impact

The difference we aim to make for our children

At Flimby Primary School children will have a secure knowledge of phonics, enabling them to become confident, fluent readers at the end of KS1. The children will make expected or more progress and will be able to apply their phonic knowledge confidently when reading and writing. Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1 and ongoing assessment throughout the RWI programme. Children will enjoy their phonics lessons and be familiar with a range of authors and genres.

This will then lead to a love of reading and children taking pleasure in exploring the rich literary world around them, with a firm phonic basis to support them.

- All pupils will be fluent readers
- Pupils' knowledge across the curriculum will be enhanced by their ability to read and research in all subjects
- Pupils will enjoy reading and will want to read for pleasure
- Pupils will be able to talk confidently about a range of texts and discuss their favourite author, providing reasons for their choice
- Pupils will have a wide vocabulary that they will be able to apply within their own writing
- The percentage of pupils working at age-related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)
- Parents and carers will have a good understanding of how they can support reading at home, and will contribute regularly to home-school records
- Year 6 readers will be 'secondary ready': fluent, confident and able readers, who can use their reading skills to unlock learning in all areas of the curriculum