



READING ON A PAGE



MALVERN WELLS
C.E. PRIMARY SCHOOL

Let Your Light Shine!

Introduction

The Malvern Wells aim is to improve life chances for all individuals and nurture the potential for the brightest future in all areas of the curriculum. All our learning is rooted in our 4 core values of courage, commitment, compassion and community and we want to see all children LET THEIR LIGHT SHINE as readers.

As a school, we believe reading is an essential life skill and reading lies at the heart of our curriculum

Intent - What do we aim to deliver?

Foster a love of reading by listening to and interacting with a broad range of literature.

Provide children with necessary life-long skills to ensure they can read confidently and with a secure understanding.

Provide plenty of opportunities to read for pleasure.

Ensure reading is a transferable skill and that children are reading across the wider curriculum.

Develop a consistent approach to reading teaching in order to close any gaps and target the highest number of children attaining the expected standard or higher.

Implementation - How do we teach our Reading curriculum?

We view reading as an entitlement for all, and that reading is one of the keys to academic success. By centring reading at the core of our curriculum, we are instilling in children an understanding that reading is a transferable skill that will benefit them in all subjects. We ensure that children read within and outside of reading lessons, where they can read for a purpose.

1 - Learning to read

A systematic Approach

Read Write Inc.
Phonics

In the school, we use a systematic synthetic phonics programme called 'Read Write Inc.' (see 'Subject on a Page: Phonics'). All children have daily phonics or spelling sessions where they participate in speaking, listening, spelling and reading activities that are matched to their developing needs.

Daily Reading / Guided Reading

Throughout the school, all children read aloud daily during phonics, guided reading and whilst participating in other subjects. Where phonics is a primary focus in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1), in Key Stage 2 (KS2), the focus is primarily on comprehension and inference as the expectation is that children will read with an appropriate level of fluency by the end of Year 2. As children regularly read aloud, teachers engage in ongoing formative assessments to provide the right level of support for developing needs.

Rigorous Assessment

The school utilises summative assessments written by the Rising Stars in order to help validate teacher judgements of reading ability. This tool also allows teachers to accurately pinpoint cohort specific strengths and weaknesses in relation to the different reading skills.

Inclusion

Teachers draw upon observations and continuous assessment to ensure that children are challenged, and they identify those who may need further support. The following interventions are used with identified children:

- Small group Intervention Teaching sessions
- 1:1 Pinny Time sessions focussing on phonemic awareness, blending and segmenting.
- Small group 'Fluency' intervention
- Additional 1:1 individual reading sessions

2 - Reading to learn

Daily Comprehension

We recognise that systematic, high-quality phonics teaching is essential, but additional skills and opportunities are required for children to become accomplished readers. Comprehension opportunities are woven throughout the Read Write Inc. approach and Guided Reading.

Reading across the Curriculum

Teachers provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotional literacy (e.g. in Personal, Health and Social Education.)

Strong Vocabulary



High-quality texts and passages are chosen in guided reading lessons, appropriate to the expectations of the year groups or abilities of the children. Vocabulary is explored and developed, with teachers providing opportunities to explore definitions of new words and make links between these words and known words before reading takes place to ensure that children are supported to understand the text.

Clearly Structured Lessons



Guided Reading lessons follow a consistent structure where children receive an age appropriate daily input incorporating the core skills required for learning from a text:-

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieve
- Summarise
- Sequence

Our guided reading sessions use texts of the same genre being studied within writing sessions so pupils can make connections and deepen their knowledge.

3 - Reading for Pleasure

Teachers read aloud to children in all classes throughout the school just before the end of the day. The books read aloud to children come from the Malvern Wells reading Tree Books. This is a bespoke collection of carefully curated books, from classics to the contemporary. The reading tree allows teachers to facilitate discussions that explore complex and diverse themes and encourages children to make links both within and between texts. The reading tree is kept under constant review.

Malvern Wells Reading Tree



Throughout the school, children are offered high-quality books that reflect the diversity of our modern world. The children can access their class 'libraries' as the reading trees which are well-stocked and run by the staff who assist children in making a good choice.



Impact - How do we evaluate our Reading curriculum?

By engaging in and listening to high-quality texts, children display enthusiasm for reading and choose to read for pleasure.

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the results of statutory assessments, and essential skills allow children to transition confidently.

Children read in other subject areas and as a result their skills are enhanced and understanding of the world increased.

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons and beyond.

A high number of children achieve the expected standard or higher, and through targeted intervention, those who find reading challenging are helped to catch up.