

Reading at Ampney Crucis C. of E. Primary School

Intent

At Ampney Crucis C. of E. Primary School, we want to develop a deep love of reading in all pupils and aim for reading to be a pleasurable experience for all.

As a staff, we are passionate about helping children to acquire the skills needed to become proficient, fluent readers to take them through all levels of education and beyond. We encourage all children to read for pleasure as well as to aid their learning across many subjects. We understand that reading is the key to learning and aim to instil a love of reading a variety of genres.

Implementation

Our EYFS children start their exciting reading journey in Maple Class with daily phonics sessions, following the DfE validated Twinkl Phonics scheme. This is a full, systematic, synthetic phonics scheme which provides children with all they need at the start of school to become fluent readers and writers. By using the Twinkl scheme we provide a consistent approach to teaching phonics in both our Reception and Key Stage 1 classes. Linked intervention programmes can also be utilised for those children identified as requiring extra support to keep up. This happens within the first few weeks of children starting at school and teachers and TAs are all fully trained to assess and support learners at every stage.

Our 'Play to Learn' approach to continuous provision in the lower part of the school provides ample opportunities for children to practise their phonetic learning and is encouraged and modelled daily.

In KS1 phonics sessions, children rehearse taught sounds, allowing all children to join in orally and fully embed prior learning. Over a week, the children will be introduced to a new sound, hearing, saying, reading and writing it through a range of tasks. They learn the initial sounds and how to segment and blend them. They are encouraged to join in with stories, songs and rhymes throughout the day. Each unit culminates in a short task, using a book tailored to that sound, which the children then answer questions about. This early start to comprehension is a great introduction to their future reading and learning.

Individual reading books are carefully matched to children's phonic understanding. These books are used both in class and at home, encouraging frequent reading sessions with repetition so that phonics knowledge is embedded further. We use Rhino Readers which are Twinkl phonics matched reading scheme, covering all phases 2-6. Alongside our phonics reading scheme, we also have colour-banded books to ensure progression and coverage of all genres. Each classroom has a welcoming and accessible book corner, stocked with great reading material to encourage all children to read for pleasure. Topic related book boxes are also available to learners on rotation so that children can read around a subject being studied in History, Geography, Science or RE.

Having completed the reading scheme, our 'free readers' select their own reading material and are able to enjoy these at appropriate times throughout the day. Staff will check that books chosen are matched to a reader's ability, as well as providing some challenge to help them develop further.

Our school library has a wide range of books to suit all abilities and interests and our pupils have regular opportunities to borrow a book of their choice on a weekly basis. The organisation of this is

carried out by our wonderful reading ambassadors who are able to recommend books and support others in their selection.

Throughout the school, a dedicated, daily story time is time-tabled to ensure that children benefit from being read to. Class reading books are chosen to be shared due to the quality of the writing and to introduce a range of rich vocabulary and thought-provoking themes. These are sometimes linked to other areas of the curriculum and complement the learning in that subject.

Short, taught reading comprehension sessions happen 3 times a week in Key Stage 2. Two of these sessions will involve a high-quality text selected through Reading Vipers or linked to the class topic. A third session focuses on a non-fiction text that supports learning in History, Geography, Science or RE. Throughout all sessions, there are opportunities for children to be read to, read with a partner or individually, as well as discussion which helps develop their understanding, confidence and verbal communication. Questioning in these sessions – both verbal and written – covers the full range of skills including inference, prediction, retrieval, summarising and explanation. Tier 2 vocabulary is addressed within context, as well as experiencing subject-specific Tier 3 words, which encourages and supports understanding in other lessons.

Throughout the year, all children will experience reading events which may include author visits, reading challenges or on-line events. Our reading ambassadors pride themselves on promoting the joy of reading and have various responsibilities from buddy-reading with younger children, overseeing library sessions, fundraising (related specifically for reading resources and experiences) and setting challenges and competitions.

Impact

Our children's progress in reading is measured regularly with comprehension tasks, on-going teacher assessments and twice-yearly standardised reading tests created by NFER. We also collect data regarding children's reading ages, as well as their reading habits, in order to inform decisions and changes relating to interventions and our school reading culture.

As a result, our pupils are increasingly confident and successful readers, ready for a life-long love of books.