

Intent

Why do we teach this?

At Caister Primary Federation, we value reading as a key life skill and we are dedicated to enabling our children to become life-long readers. We believe reading is key to academic success and fundamental in ensuring that children can access all areas of the curriculum.

By the time children leave Caister Primary Federation, we strive to ensure that they are competent and resilient readers who can read fluently and have a secure understanding of what they have read. We want our children to develop the habit of reading widely and often, for both pleasure and information and for them be able to recommend books to their peers.

We ensure that our children have a wealth of opportunities to develop a thirst for reading a range of genres including poetry and that they participate in discussions about books including evaluating an author's use of language and the impact this can have on the reader. It is our intention that through reading and discussing a wide-range of high-quality literature, our children are exposed to new language and that they absorb information on how to structure sentences and how to use words and other language features effectively in their writing and when speaking.

Implementation

What do we teach? What does this look like?

At Caister Primary Federation, reading is taught daily. Children read in as many situations as possible, not just in reading lessons. Reading takes place in all lessons, using books and electronic devices. All children read and are read to so that they develop a love of reading. Books are selected by the teachers and English coordinators to ensure they are high quality and, where possible, link to other curriculum areas.

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. At Caister Primary Federation, we use the Read Write Inc synthetic phonics programme to teach our children in EYFS and KS1 the core skills of segmenting and blending and to start them on their 'reading journey'. Read, Write, Inc. Phonics is an inclusive programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The use of pictures and memorable phrases is used to aid children's retention and recall of phonemes for reading and spelling. Children are given ample opportunities to orally explore characters' action, thoughts and feelings and to rehearse their writing.

The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development. All staff (including those who are not classroom based) are trained and the expectation is that these staff will provide cover for staff absence, should the need arise. In this way, daily provision is consistent and uninterrupted. In Year 3 and 4, the teaching of phonics is organised into groups depending on children's prior phonics knowledge, and looking at where individual's need challenge or support and the follow Ruth Miskin's Read Write Inc. programme. In Year 5 and 6, the teaching of phonics is organised into groups depending on children's prior phonics knowledge, and looking at where individual's need challenge or support and the follow Ruth Miskin's Fresh Start programme.

In our school, our reading curriculum links closely with our writing curriculum; we use a text-based approach that enables us to create opportunities for reading, discussion and writing within English and reading lessons. In early KS1, there is a greater emphasis on phonics; this is then applied throughout the rest of the school to consolidate what has been learnt. Within daily phonic sessions, children have the opportunity to revisit previous learning, practise and apply new skills in structured but engaging ways. We encourage reading for pleasure through children having a choice of challenging and enriching texts as well as building in time for children to read independently and as part of a whole class. All children have daily opportunities to read a variety of material in school, including regularly with an adult.

At Caister Primary Federation, we use RWI Book Bags. All books are organised to ensure continuity and progression. Children do not have to read all the books to move to the next level. Children are assessed using the Benchmark scheme annually, or when needed, to ensure they are reading within the required band. All children will have classic and modern texts read to them in all year groups. This may include: fairy tales/rhymes, traditional tales and classic novels as well as new publications

Whole-Class Reading in KS2

All children from Year 3 upwards take part in daily whole-class reading. These sessions are planned around a high-quality text. These lessons teach a range of skills ensuring the National Curriculum reading domains are delivered.

Reading Vipers

At Caister Primary Federation, Reading VIPERS are used to support children with their reading comprehension skills. VIPERS are a range of reading prompts based on the 2016 reading Content Domain Areas (CDAs) found in the National Curriculum Test Framework. Whole class reading sessions take place 5 x a week for 30 minutes. These are separate to but may complement English sessions. Sessions may vary session to session/ class to class depending on the needs of the children.

Each classroom will have the Reading VIPERS displayed in the reading area of their classroom and the class teacher will make explicit links to the skill the children will be learning about. This gives all children across the school a common language to discuss their reading knowledge and understanding.

All children will be working on VIPERS during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult. It would be fantastic if parents could also be referring to VIPERS when they listen to their child read at home.

Impact

What will this look like?

Through the teaching of systematic phonics, our aim is for children to become fluent readers. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

At Caister Primary Federation, we firmly believe that reading is essential to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We strive to provide all children the opportunity to enter the magical worlds that books open up to them. We strongly promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.