



Reading, writing and the art of speaking and listening are central to our curriculum. Through our bespoke and inspiring curriculum design we set high expectations that are driven by purposeful, relevant and practical lessons that our children can fully invest in regardless of their starting point.

## Intent: Our aim:

To read easily, fluently and with good understanding through phonics and then whole class reading sessions.

To develop the habit of reading widely and often, for both pleasure and information.

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 to target the highest number of children attaining the expected standard or higher.

## Implementation— Reading- How do we achieve our aims?

### A Systematic Approach to phonics

We use a bespoke, high quality and rigorous approach to teaching phonics, based on the Story Time Phonics programme. Sounds, mnemonics for graphemes and letter formation are linked to high quality books, engaging children and exciting them to read for pleasure, develop a love of books alongside a phonics first approach to decoding and reading word, making a concrete link between phonics and reading. Our developed long term plan is a systematic, synthetic approach with clear expectations that are laid out from Reception to Year 2, and beyond to continue growing the phonetic code through to Year 6.



### Access to appropriate books

High quality reading books published by Oxford Owl have been carefully selected to match to the graphemes the children learn, ensures that children apply their phonetic knowledge through reading high-quality texts. Children in KS2 continue to read Oxford Owl books that match their reading ability. Children's fluency and comprehension are assessed termly.



### Rigorous Assessment

Embedded into a sequence of teaching **PiXL** are regular assessment points, which allow teachers to identify any children that may need extra support. This includes continuing the teaching of phonics in KS2 if needed. We use our unique 're-teach' model to ensure that children 'keep up and not catch up' and rigorously monitor the extra interventions planned to support the children who need it. We use PiXL and question level analysis consistently to identify areas of need.

### Home Reading Tracked

Home reading is carefully tracked using our bespoke Merton Reading Logs. In EYFS and KS1, parental involvement is encouraged to foster excellent reading habits and the logs provide a record this, and help to highlight where additional reading opportunities need to be supported at school. In KS2, children independently record their reads and teachers monitor frequency & book choices.





## Implementation— Reading- *How do we achieve our aims? (continued)*

### Daily reading practice



In EYFS & KS1, all children read aloud daily during phonics or group/whole class reading and throughout other subjects. In addition, the lowest 20% practise daily reading 1:1 with teachers, TAs and reading volunteers. Phonics is a primary focus in EYFS and KS1, in years 3 and 4 the focus is primarily on fluency/comprehension/vocabulary and in years 5 and 6 the focus is on comprehension and vocabulary. Children in KS2, read during whole class reading (3 x a week) and opportunities are made to read in other subjects. Those who are less fluent are heard to read daily, and the reading speed and fluency of all children across key stage 2 is also checked each term. KS2 teachers use Reading for Pleasure time to listen to readers 1:1, with a particular focus on the lowest 20%.

### Clearly structured lessons

In addition to high quality phonics sessions, Year 1 and 2 children engage in reading sessions as part of their English journey. In Years 3-6 we deliver whole class reading sessions three times a week based on fluency, vocabulary and comprehension. Fluency teaching is taught less as the children move in to years 5 and 6 with fluency becoming an intervention focus. Across school the acquisition and meanings of vocabulary are carefully mapped out/prioritised and children are taught the skills of comprehension. In KS2 additional lessons are structured to ensure the key skills we have identified as a school are taught regularly. The key skills we develop in reading lessons are decoding (used primarily when reading for practice), and aspects of the KS1 & KS2 reading content domains. Children also explore reading skills through their English journey as our reading and writing curriculum and are closely



### Access to quality books

We carefully map out the key texts that we share with our children to make sure that they are exposed to a variety of authors. These texts often form part of their English learning or are used purely during story time.

All classes have access to a class library where books are matched to their reading level. In KS2 children read a mixture of books from the class library and their Oxford levelled library book.

### Independent reading

We recognise that to develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. In EYFS & KS1 children make use of book corners to select books for pleasure. In KS2, children are given daily 15 minutes of independent reading time, in which they can read books of their choosing or explore texts that teachers have selected for them to try. This encourages children to make new choices. Children are supported by their teacher or TA if they are unable to read independently in this session.

### 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 PSHE).



### Essential story time



Teachers read to children in all classes, and story time is a key part of the day. All teachers read to their children for 10 minutes daily.

## Impact – How will we know we have achieved our aims?

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

Children read for meaning and for pleasure; staff enthusiastically share texts and show themselves as readers; and parents/visitors actively support us.

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

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.