

## READING

*“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” – Dr. Seuss*

Children’s reading journey starts on day one at Uplands Manor and we strive to foster a life-long love of books in all our children. We enjoy themed days for World Book Day, ‘Beyond the Book’ events, library visits and have reading areas in each and every classroom.

Our School Librarian welcomes pupils into our Library; children regularly listen to stories there and choose books to take home.

Cross-curricular links are made to history and geography topics where possible in order to support and enhance the school’s curriculum.

### **EYFS Reading Overview**

At Uplands Manor, we start the reading process using the **Read Write Inc.** scheme which provides a structured and systematic approach to the teaching of reading. It is used by more than a quarter of the UK’s primary schools and is designed to create fluent, enthusiastic readers. The scheme uses simple assessment, clear tracking and straightforward grouping so every child learns rapidly at the right level. When they are ready, children begin to access the Read Write Inc. reading books to practise decoding words and to start to develop fluency and comprehension.

Further opportunities for reading are developed through child-initiated learning and books are also prevalent in all areas of the indoor and outdoor learning environments. Teachers also share stories and rhymes with the children every day, link books to topics and themes wherever possible and further encourage children to become avid readers at home through the ‘Fifty book Challenge’.

### **KS1 Reading Overview**

Following on from their learning in EYFS, the children in Y1 continue to learn phonics using **Read Write Inc.** - again using half-termly assessments and tracking to group children in order that they continue to learn phonics at a rapid rate in line with their abilities. Phonics lessons involve speed sounds and tricky words practice, the learning of a new sound and then the application of this learning through the reading of the RWI story books. Alongside phonic development, fluency and comprehension are key focuses in Y1 and Y2 and enable children to develop into readers.

As they move into Y2, Read Write Inc. intervention groups support the children who still require phonics teaching. Class reading sessions then begin to develop the children’s skills and knowledge linked to the **KS1 content domains**. Content domains are the relevant elements from the National Curriculum for English at key stage 1 and 2, that are assessed in the English reading test, and that children are asked to demonstrate to show they understand the text being read. These are communicated to the pupils using the mnemonic *vipers*: vocabulary, infer, predict, explain, retrieve and sequence.

These lessons are taught through whole class texts and guided reading groups pitched at the ability of the pupils within each group and adding challenge to support progress. Children then choose **home readers**, which are book banded in relation to ability levels, to take home to practise. Parents are encouraged to record reading practise at home in their child’s **reading diary**.

### **Story Time**

Teachers should read for approximately 20 minutes at the end of every day. Each year group has a set of **Pie Corbett Page Turners** which enables children to listen to quality stories that they may not be able to access themselves and supports the development of their imagination. Teachers’ favourite stories can also be chosen alongside requests from the children.

### **Writing**

When teachers explore WAGOLLs in writing, they need to explicitly point out and discuss aspects of different texts and link this back to reading. This will enable pupils to make links between reading and writing and reinforce their learning and understanding.

### **Individual Readers**

Teachers regularly read with individual pupils, especially those who are struggling or those who form part of a target group.

### **Assessment**

Regular ongoing assessment takes place and is recorded on reading records. Progress is also recorded regularly on Target Tracker (the school’s electronic assessment tool). PIRA reading assessments are also used each term to determine standardized scores and reading ages. Y1 children are assessed in June of each year with the ‘Phonics Check’ and Y2 children undertake SATs at the end of

*KS1. Children in Y2, and Y1 children at the end of the summer term, undertake PIRA reading assessments to support teacher assessment in this curriculum area.*