

Subject on a page:

Reading

At Barrowcliff School we believe that Reading is an essential part of the curriculum: a subject that doesn't stand alone, but one that should be integral of all learning across our curriculum.



Intent - We aim to...



Deliver an engaging & exciting curriculum that develops a love of reading & inspires children to want to read.

Allow children to apply a knowledge of systematic synthetic phonics in order to decode unfamiliar words with increasing speed and accuracy.

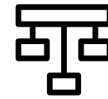
Teach children to read accurately and fluently to be able to gain a secure understanding of what they have read.

Foster a love of reading by providing children with the opportunity to read a wide variety of challenging fiction, non-fiction and poetry, confidently.

Build a community of engaged readers who turn to reading for pleasure and to find meaning in what they are learning, with the hope of enabling them to be lifelong readers.

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

Implementation - How do we achieve our aims?



Consistent and systematic approach

The Reading journey for our children at Barrowcliff School begins in the Early Years, where we use a systematic synthetic approach to phonics across KS1, taught using Read Write Inc. Our children learn to read, write and spell sounds systematically, as well as learning to blend them together into words, leading them to being able to apply this phonic knowledge to read and comprehend story books. Each child is provided with a Read, Write Inc. home reading book to be taken home and practised, which is carefully matched to the sounds that they know and are learning. Our aim at Barrowcliff School is for children to have completed their Read, Write Inc. phonics journey by end of year 1.

After the completion of our RWI journey, children at Barrowcliff School continue their Reading journey through Whole Class Reading which is taught using a consistent two-week teaching cycle. Here, children are submersed into language-rich lessons which adheres to our rigorous two-week cycle approach to reading. From this, we aim for our children to become fluent, confident readers who can successfully extract meaning from what they have read by the end of year 6.

When initially beginning their Whole Class Reading journey, our two-week cycle places a particular emphasis on teaching our children to read fluently. When our children are able to read fluently, our two-week cycle is then adapted to place an emphasis on extended reading and the close reading of challenging texts in order to comprehend understanding and meaning.

Support to catch up

In Years 2-6



Although we expect the majority of children will have successfully completed the Read, Write Inc phonics programme by the end of year 1, we recognise that some children will benefit from further instructions. We will therefore ensure that high quality Read, Write Inc phonics provision is in place for:

- ⇒ Children who did not pass the Year 1/2 phonics screening check.
- ⇒ Children who have no previous experience of the English language.
- ⇒ Children with SEND who are finding decoding difficult.

In Year 2 and across key stage 2 this may look different for different children. However you may see:

- ⇒ Small group interventions focused on teaching graphemes, blending and segmenting through Read, Write Inc.
- ⇒ 1:1 interventions focused on blending and segmenting using Read, Write Inc.



Reading for Pleasure

At Barrowcliff School, we recognise that reading is more than decoding and practising written comprehension skills. Therefore Reading for

Pleasure is highly encouraged, modelled and celebrated in our school. Across school, children have planned time to read a book of their choosing or one that has been recommended by our teachers. This allows our children to take ownership of their reading while also encouraging them to make new choices and experience authors/genres that they may have not considered.

Teachers across school read out loud to their classes during story time. Texts are selected with input from our children to gain maximum enjoyment, and are read to them daily.

Access to Quality Texts

At Barrowcliff School, our Whole Class Reading approach focuses on high quality texts. The texts which have been selected, represent a wide selection of book structures and layouts, diverse authors, a range of genres, both classic and non-classic fiction, classic and modern poetry, songs, and a broad range of high quality non-fiction; as well as being linked to the wider curriculum where possible.

Each classroom at Barrowcliff School contains a reading corner, which consists of a specially designated space for children to enjoy reading and a selection of high quality, appropriately challenging texts. During the school week, both KS1 and KS2 children have also have the option to visit the school library with their class teacher, or on an evening with adults.

Rigorous Practice

In lesson from Reception to Year 6 lesson you will see...



Read, Write Inc. lessons taught daily to small groups of children to target learning.

Progress is ensured by a rigorous assessment and re-grouping approach to teaching RWI.

The use of a consistent and rigorous 2-week cycle of 10 reading lessons in Whole Class Reading.

A precise and consistent approach to RWI phonics taught across school.

Children have access to phonetically decodable books to match their learning, at home.

An emphasis on reading fluency alongside learning how to use core comprehension reading skills.

Teachers and support staff who are fully RWI trained and teach a consistent approach.

Whole Class Reading lessons taught daily, with the addition of 1:1 reading and guided groups.

Children having access to high quality, challenging texts in reading lessons and in the wider curriculum.

Impact - How will we know we have achieved our aims?



Children will be able to decode, segment and blend sounds confidently and be able to apply their phonics knowledge by the end of Year 1, ready to move from learning to read to reading to learn.

Children will feel successful and more confident in their own reading. They will be more willing to read because books are closely aligned to their individual learning needs.

By implementing high quality assessment and intervention effectively and promptly, the majority of children will be able to become fluent, confident readers by the end of KS1. They will read in other subject areas confidently and will be able to enhance their skills and understanding of the world.

Children will have acquired a range of reading skills and knowledge which can be applied to new and unfamiliar challenging texts, allowing them to be able to fully understand it. A high number of children achieve the expected standard or higher, and those who find reading challenging are helped to catch up through targeted intervention.

Children will show a passion for reading widely and accurately, with the appetite to becoming lifelong readers. They will choose books for pleasure, enter a wide range of worlds that reading opens up and immerse themselves in topics of interest in lessons and beyond the primary school curriculum.