

Vision for Supporting Children to Master English

READING INTENT



Overview

The skill of reading underpins all areas of the curriculum, opening the door to learning and the world. Reading provides children with the opportunity to extend their vocabulary and improve their writing.

The classes across the school share a common language of Reading.

Teachers use:

- **'Hooked on Books' planning as a basis for teaching the skills of reading.**
 - 'Texts that teach' are used as a base to teach writing in English lessons
 - 'Texts that teach' are used to support knowledge gathering in the wider curriculum
 - In addition the importance of vocabulary is at the heart of all reading experiences
- *Also see writing intent statement.**

Reading Diet

Children are driven to develop a love of reading through a planned reading diet. Elements of the reading diet are timetabled to:

- expose children to a wide range of genres
- teach the children the skills of being able to decode text
- read out loud to practise fluency, expression, speed and oral performance.
- develop a fluency and expression when reading
- teach children the skills to be able to understand what they are reading
- teach children the skills to be able to infer answers about the text
- allow children to develop an enjoyment of reading, whether that is quietly on their own or with another during 'Book Buddies'
- extend their vocabulary and understanding of grammatical structures through linking good quality texts with their own writing - opportunities to 'magpie'.

| | <u>PRE-SCHOOL</u> | <u>RECEPTION</u> | <u>YR1/2</u> | <u>YR3/4</u> | <u>YR5/6</u> |
|---------------|--|---|--|--|---|
| Daily | <p>Whole Class Story Time(*Spine of Texts)</p> <p>Read, write inc phonics - pre-scheme activities i.e listening games</p> <p>Small group story time</p> <p>Circle Time: Nursery Rhymes</p> | <p>***<i>Texts that teach</i>' - through literacy planning</p> <p>Whole Class Story Time(*Spine of Texts)</p> <p>Circle Time: Nursery Rhymes</p> <p>Read, write inc phonics</p> <p>Independent reading</p> <p>Reading Journal</p> | <p>***<i>Texts that teach</i>' - through literacy planning</p> <p>Whole Class Book Talk - 10 min read (*Spine of Texts)</p> <p>Read, write inc phonics</p> <p>Independent reading</p> <p>Interventions - daily readers</p> <p>Reading Journals</p> | <p>***<i>Texts that teach</i>' - through literacy planning</p> <p>Whole Class Book Talk - 10 min read(*Spine of Texts)</p> <p>Independent reading</p> <p>Interventions - daily readers</p> <p>Reading Journals</p> | <p>***<i>Texts that teach</i>' - through literacy planning</p> <p>Whole Class Book Talk - 10 min read(*Spine of Texts)</p> <p>Independent reading</p> <p>Interventions - daily readers</p> <p>Reading Journals</p> <p>Recommended Reads - website (run by the children)</p> |
| Weekly | Book Buddies | Book Buddies | <p>Guided reading/ Hooked on Books</p> <p>Book Buddies</p> <p>Book of the Week</p> | <p>Guided reading/ Hooked on Books</p> <p>Book Buddies</p> | <p>Guided reading/ Hooked on Books</p> <p>Book Buddies</p> <p>Termly - updating the 'Recommended reads' on the school website.</p> |

***Spine of Texts** are the core texts staff have chosen to read as a class book. In addition, these are supported by non-fiction and poetry

to support themes or topics within the story (where suitable).

****Texts that Teach** - These are the key texts that teachers are expected to teach in each year group. Individual teachers must teach an additional teaching sequence of their choice each half term, ensuring that a variety of genres are covered.

Curious Readers

Book Talk is used across the whole Federation to teach the skills of reading. This is timetabled differently in each classroom but always includes:

- whole class comprehension and a targeted group approach, ensuring all individuals are accountable
- use of the Reading Rainbow - a fully comprehensive approach that targets reading Competencies, covers the National Curriculum and develops understanding
- demonstration Reading - the art of modelling the internal thinking of a reader. This is to demonstrate how a reader thinks during the process of 'reading for meaning'
- demonstration Comprehension - clear, out loud thinking by the teacher whilst modelling answers to questions and showcasing "thesaurus thinking" to ensure the most precise words are use (linked with writing)
- providing children with a variety of genres and topics to inspire reading and knowledge gathering.

Key Stage 2

Reading Journals

Reading Journals are used for children to record their work during Hooked on Books Sessions. It is a key resource that travels to and from school to support parents with reading at home. It is a place where:

- children can record scaffolded answers to comprehension questions
- refer back to language used in previous sessions when record their answers
- parents can find suitable questions to ask their children about texts when reading at home
- Vocabulary and grammatical structures can be 'magpied' for their writing.

Early Years & KS1

Children enjoy sharing and listening to a wide range of stories, non fiction, rhymes and poems. They are read to regularly and are taught the skills of reading through Demonstration Reading and Comprehension sessions.

Phonics

The Read, Write Inc scheme of work is used as a basis for phonics teaching which matches or exceeds Early Learning Goal and National Curriculum Expectations.

Staff have high expectations of pupil's phonics progress. They have a clear plan of end points to be achieved at the end of each term, from Reception to Year 2. Regular phonics screening tests allow teachers to monitor the impact of the phonics teaching and identify any children who need additional support.

Useful links

- Read, Write Inc <https://www.ruthmiskin.com/en/programmes/phonics/>
- Link to Spine of texts on School Website
- Link to Texts that Teach overview (school website)
https://92b1bc63-3631-445d-8ff4-e12c21fc8d5d.filesusr.com/ugd/9a26a3_e026cf70cd36419bbdb90d5b80a76258.pdf
- Recommended Reads from the children on the website - coming soon!!!