



Reading

Intent

Reading is a clear priority here at Mithian School which reflects its pre-eminent position in education and society. All staff, pupils and parents have a shared understanding of the importance of reading and the impact that this can have upon children's academic ability, wellbeing and future prospects. We are determined that all children will leave Mithian with an ability to read, regardless of their background, to ensure that they are able to succeed.

The skills of reading, writing and spoken language are of primary importance within the curriculum, with other knowledge and skills being built around this. Building grammar and vocabulary alongside, ensures that children have a well-rounded understanding of the English language. Through a high-quality education in English, children will be able to communicate their ideas and emotions and this also allows others to communicate with them. We ensure that children are not disenfranchised in society through developing their cultural, emotional, intellectual, social and spiritual understanding. By providing a strong basis, from listening, responding and gaining a good phonic knowledge in EYFS, children are able to build year on year, ensuring that by the time they leave us in Year 6, they are fully ready to become immersed in the literary and linguistic studies of Key Stage 3. From the very start, we intend for children to love reading and throughout school, develop the habit of reading widely and often for their own enjoyment. By giving the skills to decode and read fluently early on in their school life, children are able to gain access to our rich and varied literary history. We ensure that through our class reading sessions and in our daily conversation about books, children are exposed to a diverse range of authors, genres and themes. We build this knowledge and these skills early to make sure that all children are able to access the curriculum and are able to communicate their ideas and emotions through their writing and well-informed spoken language.





Implementation

We understand the huge importance of a multi-faceted approach to reading and this is taught daily.

Early in their reading journey, children build their skills of seeing, listening and responding in a meaningful way. This is built through stories read to them and across the curriculum as these fundamental skills must be implemented early in their school lives. Children also begin to develop their phonic understanding from their very first day in Reception. Following Essential Letters and Sounds, children progress through the programme to ensure that all children are able to read well, quickly. By progressing quickly from learning individual sounds to blending, quick decoding and recognising harder to read and spell words, children are able to access more texts more quickly. This continues throughout Year 1 and further should children need more intervention in their reading journey. Children take home three books each week in Reception and Year 1 (and further if needed). One book is closely matched to their GPC knowledge and phonetic ability and is to be read at least four times throughout the week both in school and out. This is to ensure fluency and develop automaticity in reading. The second and third books are to be shared with an adult and are designed to encourage children to read more widely and for pleasure with an adult.

From Reception through to Year 6, our reading spine ensures that children are exposed to a diverse range of stories to be enjoyed. Each day in each class, our specified Reading for Pleasure session allows children to listen and enjoy books that they may not be familiar with and allows them to access themes in a deeper way than they would be able to independently. We have crafted our Reading Spine, based upon 'The Five Plagues of the Developing Reader' to develop children's knowledge of:

- Brand new, award-winning texts – those that have been recently released and have won children's book awards for high quality literature.
- Archaic language – those texts that children may find difficult to access independently due to the way in which they are written but are high quality, classic texts that children should be exposed to.
- Time sequences – those stories that may have complex time frames that are not linear, perhaps doubling back or moving in fits and starts.
- Complex narrators – those texts that may have a narrator with a complicated back story, is unreliable in their misconceptions or an unexpected narrator that may come across problems in a different way to that expected.





Figurative/symbolic/ complex narrative – those texts in which children must be supported to fully delve into the complexity of the symbolism in a critical way.

- Resistant texts – those that deliberately defy the reader when finding meaning. Children must be supported in their understanding through assembling meaning around nuances, hints, uncertainties and clues.

Through accessing these texts throughout each year, children are supported in deepening their understanding and the range of books that they read. Many children would not independently choose books from each area and may not have the level of understanding needed to delve deeply enough to gain full comprehension. Through a progressive reading spine, we make sure that children are exposed to a wide range of literature.

Reading comprehension is taught as a specific lesson each day and is timetabled in each class. In both Key Stage 1 and Key Stage 2, we follow the reading ideas set out in Fred's Teaching, using extracts to allow children to learn about a huge range of text types and subjects. In Key Stage 1, a number of texts are read to the children in order to develop their language and understanding beyond that of a level that they can read themselves. Throughout each week, children look closely at vocabulary in their 'Word of the Day' work which is completed before each text is heard or listened to. Through this, we know that children have developed their vocabulary knowledge in a way specific to the text that they are reading and have a good understanding of a number of possibly unfamiliar words to improve fluency and comprehension. Each text is linked, with each unit taking two weeks to complete. Through these links, background knowledge is developed and discussed in much more depth throughout each unit of work and is specific to the reading that is taking place. Children are, in this way, given the tools to understand their reading in a deeper and wider way. By focussing on extracts of texts across two lessons and gaining familiarity with key, possibly unfamiliar vocabulary first, children are able to build their fluency. Across the school, there is an understanding of the importance of reading three times, for fluency, expression and full comprehension whilst children are learning to read and understand. By rereading, as well as listening to the teacher and others read, children are able to focus on different skills before learning in their later years to bring these together. Children then have a range of questions, using their skills of inference, prediction, explanation of author choice, retrieval and summarising (based upon the ideas of VIPERS) which are developed progressively as they move through the classes. This promotes oracy in the classroom and encourages children to have a real and coherent understanding of the texts that they are reading. This also supports children





in learning to write their answers in a considered way. After gaining vocabulary, fluency, expression and spoken understanding, children are expected to answer questions in a written context, learning to refer to the text to support their answers and explain their specific references in a meaningful way.

Reading takes priority in interventions that take place, building blending for fluency first and foremost. Each afternoon, a dedicated phonics TA leads all interventions across the school in order to gain coherence and fidelity to the programme. Each afternoon, any children in Key Stage 2 that are still in need of a systematic, synthetic phonic programme work through this at an appropriate level and speed with the Reading Lead to ensure high quality recapping and relearning of sounds. Through half termly assessments, children are identified at an early stage and these interventions can be tailored closely to their needs. Children are also moved forwards quickly through this, focussing on one of the three interventions that most meets their needs at this point. Our lowest 20% of readers in each year group are identified at an early stage and are given phonic and/or reading intervention each day, focusing on word decoding, fluency and comprehension in reading.





Impact

Children will be able to talk about their reading with confidence and precision. All children will be able to read, quickly and those that need further support will be prioritised in order for them to gain access to the full curriculum. Children will be well prepared for their move into Key Stage 3 and the wide range of texts that they encounter. Their comprehension skills and wider knowledge of a diverse range of ideas will prepare them to deepen their knowledge of literary concepts.

Phonic assessments for Reception, Year 1 and intervention groups will take place each half term and this data will be analysed to show success and further focussed interventions that are needed. Children will move through interventions as necessary to build fluency as quickly as possible.

Reading comprehension will be assessed half termly through Rising Stars assessments completed from Year 1 to Year 6.

Teacher assessment takes place each day during reading lessons. This may take the form of listening to children as they read aloud the texts within their reading or phonic lessons, or assessing the answers that are given both verbally and in a written format.

All forms of assessments are used to inform teachers of children's progress and inform the summative judgement that is given at the end of each term.

