



Reading

Intent

At Standens Barn, we teach our children to read effortlessly and fluently while also showing understanding of what they have read. As well as this, we want them to have a love of books and enjoy reading. Through reading, they will widen their vocabulary and develop an understanding of a world that may be out of reach to them. We know that our children will use reading to help build their futures and therefore, we show them how books can be used as a learning tool.

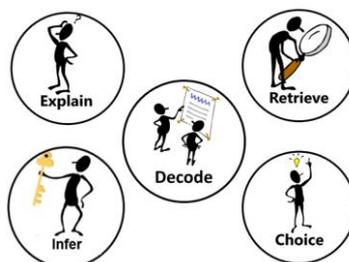
Reading 'opens up a treasure house of wonder and joy for curious young minds' and the goal is to give children the key'.

Implementation

The teaching of reading is based on the National Curriculum. Objectives are taken from the National Curriculum and these are broken down into objectives for each year group. A planning and assessment framework maps out the skills that children need to develop from Year 1 to Year 6. This has been organised further to match our DERIC approach to reading.

Children start their reading journey with Read Write Inc. In reception and year 1, children have daily lessons using this scheme. RWI assessments occur at the end of each term so that groupings can be altered ready for the next term. At the end of year 1, children are assessed to check whether they are ready to move on from the program. If they are ready, they start whole class reading in year 2. If they still need decoding and fluency support, they stay on the RWI program at their specific level.

Whole class guided reading is used from year 2 (if children have left the RWI program) up to year 6. Whole class guided reading relies on developing the components of DERIC (decoding, explanation, retrieval, inference and choice). In years 2 and 3, each part of DERIC is taught and learnt separately so that children become highly skilled in each area. From year 4 onwards, children begin to combine these components in order to show full and comprehensive understanding. Children in years 2 and 3 explore one text in each unit whereas children in years 4 and above develop their learning using stories.



Lower attaining children in KS2 are assessed using the RWI assessment to check that their decoding and fluency is at a suitable level for their year group. If children do not successfully finish the RWI assessment, they are placed in an intervention group according to their assessed colour level. Interventions may occur in guided reading

lessons or at a separate time. To ensure that children receive as much support as possible, groups may include children from multiple year groups. The intervention will last around 6 weeks with an assessment being repeated at the end. If children are not attaining highly but have 'secure' levels of decoding and fluency, PIXL interventions may be used to improve their comprehension.

Summative assessment grades are entered on iTrack towards the end of terms 2, 4 and 6. In year 1, assessment is done using RWI data and PIXL tests. From year 2 onwards, PIXL assessments are used to check children's attainment against the national curriculum. Children's results are entered into the QLA (question level analysis) which then returns data that compares year group results to national scores. As well as this, it highlights weak areas that can be focused on.

Learning in reading is developed in many formats. Guided reading/RWI lessons focus directly on the components of DERIC. Reading books are sent home to continue this progression. RWI books are directly matched to the children's coloured group whereas children, who have left the RWI program, have a colour banded reading book based on their PIXL outcome. In addition to this, class readers are used to develop vocabulary, expose children to higher level books than their reading level and also allow children and adults to enjoy discussion about stories in a more relaxed environment. Children regularly visit the library where their interest in wider reading and own personal reading choices are fostered. Finally, children are offered the opportunity to take home an additional 'BEST' book that has been recommended for the year group that they are in. Home reading is tracked using 'Boomreader' in KS2.

Reading events are used across the school year to inspire and engage children with reading. These events focus on the enjoyment of books and reading. They include:

World Book Day- an annual event where the whole school focuses and explores one book through many different activities.

The Big Barn Book Swap- adults across school choose a book to read (generally not at the year group level). Children are shown the books and a brief summary of them. They then choose which book they wish to listen to without knowing who is going to read it. This event sometimes has a theme (e.g. Christmas, books that have been made into films etc).

The Big Barn Book Exchange- children donate books to school to create a 'free shop'. Children can then choose books to take home.

Reading United- adults are invited to learn more about how learning in reading is developed and also given the chance to work with their child on a reading activity.

Impact

The impact of the reading curriculum is demonstrated in many ways. These include:

- progression of attainment grades
- enjoyment of reading and books
- regular reading at home
- a widened vocabulary
- evidence of use of the DERIC components in work from guided reading/RWI lessons
- development of writing style
- use of books for learning in other areas of the curriculum
- knowledge of books and authors