



Caring for Everyone, Learning Together,
Achievement for All

Reading at Beetham CE Primary School

Intent

At Beetham C.E. Primary School our intent is for every child to become a fluent reader who can use reading to find things out, to develop a love of reading and to read for pleasure on a regular basis.

This intent can be broken down into the following aims of teaching reading in our school. We aim to develop pupils who:

- develop a love of reading
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently
- show high levels of achievement and exhibit very positive attitudes towards reading
- read easily and fluently with good understanding across both fiction and non-fiction
- acquire a wider vocabulary
- develop their reading in all subjects to support their acquisition of knowledge
- read for pleasure both at home and school on a regular basis
- through their reading develop culturally, emotionally, intellectually, socially and spiritually
- develop good comprehension drawing from their linguistic knowledge.

Implementation

Our implementation is developed through secure understanding of the curriculum and subject area.

Planning

Long term

National Curriculum, Development Matters and Early Learning Goals

Medium term

Termly objectives are taken from Hamilton Trust Flexible Block Units, CLPE resources, Literacy Shed Plus & Twinkl's Totally Pawsome Reading Gang materials

Short term:

- Daily lessons include a clear lesson intention
- Previous learning is referred back to in order to consolidate and help children make links between learning
- Short term planning is mainly supported by the use of the above-mentioned resources but teachers may also use other resources such as Reading Signposts, Read and Respond as and when they feel that it is appropriate for their cohort.
- Lessons provide opportunities for reading for fluency, posing and answering questions about texts to provide a deeper understanding and modelling of both reading and asking/answering questions about texts.
- Every child has a reading record book to encourage children to read regularly at home and share their successes and thoughts about reading.

Teaching - linked to teaching standards

All teachers:

1. 'Know where their children are' through the use of concise summative assessment, prior learning, assessment, talk
2. 'Understand where their children need to be' through a secure understanding of year group expectations and/or pre key stage expectations and incisive, ongoing, formative assessment
3. 'Know how they are going to get them there' through the use of a range of strategies to promote independence, mastery and high expectations of all.
4. Effectively deploy additional adults, specifically during introductions, plenaries & catch-up sessions
5. Plan for progression during and between lessons.

Provision

At the heart of the reading provision at Beetham C E Primary is a carefully selected 'core' of books. These may be encountered through English ('Literacy' in EYFS) lessons, guided reading sessions and/or through reading aloud by an adult at school and independent reading at home. These have been carefully considered, researched and agreed, by staff and will be frequently reviewed considering new books as they are published. Our aim is to extend this to provide multiple copies of these core books so that children can have a more hands-on, independent relationship with these texts for instance choosing to read them independently in school and share them at home. There is a focus on providing children with a reading experience rich in high-level vocabulary and through the genres of fiction, non-fiction and poetry.

- In EYFS children begin to read books at the start of Reception from various reading schemes, which are a mixture of fiction and non-fiction. They are closely matched to the children's phonic levels. Children read to adults in school individually at least twice

a week and assessment is continual so that all children read books matched to their reading level.

- In EYFS the children have access to a well-resourced reading corner containing a broad range of fiction, non-fiction and poetry books. Children choose which book they would like to listen to by voting for their preferred choice.
- Throughout EYFS, KS1 and KS2, the school borrows books from the school library service on a termly basis choosing books linked to topic areas and these books are used to enhance learning opportunities through a range of activities including continuous provision in EYFS.
- In KS1 the children have a set of structured reading books that contain a mix of fiction and non-fiction taken from various commercial schemes. These books are closely matched to the children's phonics levels. Children are heard read in a one-to-one situation at least twice a week and assessment is on-going to ensure that children are reading at the appropriate level for them.
- In KS1 all children have access to free choice reading corner books that are arranged into fiction and non-fiction sections. These cater for a range of levels of reading abilities and a variety of topics as well as being rotated regularly.
- In KS2 all children have access to free choice of reading corner books arranged in genre/subject/author boxes which include a range of levels of reading demand and are alternated each year. In addition, the library loaned Topic Boxes are used to support learning through books in Geography, History and Science topics. Children who need additional support in reading have support programmes in place and access to older interest books which are carefully selected to consolidate their phonic knowledge.
- Reading Eggs online learning platform is used in order to further support reading opportunities and engagement with certificates gained at home being shared in Celebration Assembly on Fridays.
- Guided and shared reading is used in groups and whole class in order to deepen children's understanding of the text they read.

Assessment and Feedback

- Assessment informs the teaching and learning sequence and children work on the objectives they are assessed as being at with support available.
- 'In the moment' feedback is given on children's learning where possible otherwise written feedback is given as outlined in the Marking Policy.
- Formative assessment within every lesson helps teachers to identify the children who need support to achieve the intended outcome and those who are ready for greater stretch and challenge through planned questioning or additional activities.
- Initial assessments are made at the beginning of the school year - EYFS Baseline Assessment, Year 1 teacher written assessment, Year 2-6 NFER. (NFER provides gap analysis and is fed into future planning.)
- Every half term KS1 & 2 teachers make an assessment of pupil's progress and add this information to a whole school tracking system. EYFS assess as part of their on-going practice and observation including the use of Tapestry; this informs children's next steps. Assessment is also made against Development Matters on a termly basis.

- End of year assessments involve Year 1 -6 NFER, SATs and EYFS Profile.
- Results are reported to parents in the end of year report.
- Moderation and key data sharing is analysed in staff meetings to inform progress and future actions which is also shared with governors.

Impact

- Pupils demonstrate enthusiasm for engaging with texts and books.
- Pupils show confidence in learning to read and read with increasing confidence and fluency as they progress through school.
- Most pupils achieve the objectives in the expected standard for their year group and where they don't their additional needs have been identified and they are being supported in order to fulfil their potential.
- Pupils demonstrate an enjoyment of choosing and sharing books with adults both in school and at home as well as with peers.
- Pupils have the ability to recognise relationships and make connections between texts read.
- Pupils are reading with increased confidence, fluency and accuracy.
- Statistical impact - school tracker, Development Matters, Tapestry, EYFS Profile, SATs results, NFER results, comparisons with county and national levels.