



Reading Rationale

INTENT

At Christ the King School we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers. At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts. We recognise the importance of taking a consistent approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success, always 'reaching for the stars'. Each book on the Reading Spine has been carefully chosen to match the National Curriculum reading and writing requirements for each year group.

IMPLEMENTATION

How do we implement our reading curriculum?

- **Speaking & Listening**

As soon as children enter Christ the King School, we place a great emphasis on developing their oracy skills. Oracy in the classroom is both learning to and through talk. Learning through talk: developing and sharing their understanding. Learning to talk: gaining the necessary skills to talk effectively, for learning. We have Oracy champions throughout the school and we hold a firm belief that if children "can speak it, they can write it" therefore children are constantly encouraged to articulate their ideas and sentences while forming ideas. The focus on oracy continues as children progress through the school with opportunities to build oracy skills throughout the wider curriculum. We aim for our children to become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debates. As well as use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas.

- **Reading and Fluency**

We follow the Read, Write, Inc (RWI) approach to teaching Reading and Phonics, supplemented with additional reading materials. Our approach is systematic, consistent and rigorous in order for all children to become readers as quickly as possible. We use the same phonics programme across the school providing continuity and a tool for guaranteed progression. We teach phonics in Reception from their first day in school. Children learn how to 'read' the sounds in words and how these sounds can be written down. This is essential for reading but it also helps children learn to spell well. The children also practise reading (and spelling) 'tricky words', such as 'once', 'have', 'said' and 'where'. Once children can blend sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know. They start to believe they can read and this increases their confidence.

Up until the end of Year 2, children work in groups with children who are at the same reading level in RWI groups and beyond. This is so that the teaching can be tailored to their needs. We check children's reading skills regularly so we that we can ensure they are in the right group. Children will move to a different group



Reading Rationale

if they are making faster progress or may have one-to-one support if we think they need some extra help. RWI takes place 5 days per week for 1 hour each day.

In Key Stage 2, and the KS1 children that have moved beyond RWI Groups, children undertake whole class reading sessions. Reading lessons are developed using a carefully selected range of reading materials and will focus on one skill per lesson.

- **Promoting a Love of Reading**

We work on promoting a love of reading in all children and fostering a text rich environment where children understand how language works as well as develop the skills they need to be proficient readers and to interpret texts accurately. Around school, you will see displays which celebrate authors, inspiring reading corners and spaces and a well-stocked and vibrant Library area. In addition to this, throughout the year the importance of reading is enhanced through activities such as our Read Every Day challenge, where children can collect points for the books that they have read and earn badges, bookmarks and book tokens, World Book Day celebrations and events such as author visits.

How do we plan for progression in reading?

We use the progression of skills developed by the Whitley Excellence Cluster to inform our planning and teaching of reading; this allows us to explore the breadth of the reading curriculum and ensure all of the components of reading are taught. These skills include: themes, characters, vocabulary/ meaning/choice, inference, predict, explain, retrieve, summarise/sequence. In Year 2, these children have 4 x 45 minute reading lessons focussing on a different strand per lesson. In KS2, the children have 1 longer session per week where they explicitly teach 1 strand; this means that each class teach every strand in depth every half term. The children are exposed

How is reading assessed?

We formally assess reading by using summative assessments at the end of Autumn, Spring and Summer term. We analyse the data from these papers to inform planning of our next book to address any misconceptions. In between these times, teachers use marking logs to track the progress of children in reading lessons. Teachers will outline the knowledge that they want the children to know and will use mini quizzes at the end of the book.

To ensure consistency in judgements we actively monitor between classes which share a year group. Adjacent teachers and the English lead will look at a range of pupils' work and discuss how they are making progress towards the expected standard at that particular point in the year. A more formal summer moderation meeting will be held; in these meetings, the English Lead will facilitate a moderation of final reading judgements between class teachers across all year groups.



Reading Rationale

IMPACT

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)