



The Waterside Way – Reading Curriculum

Intent, Implementation and Impact

“Teach a child to read and keep that child reading and we will change everything.” Jeanette Winterson.

INTENT	IMPLEMENTATION	IMPACT
<p>At Waterside Primary Academy, maths, reading and writing are at the heart of a child’s learning and therefore form key elements of every learning experience. Our children develop their reading skills every day to ensure solid foundations for learning.</p> <p>We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a deep knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from their reading. By the end of their time at our school, all children should be able to read fluently, and with confidence, in any subject.</p> <p>We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils’ ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.</p> <p>Our wider curriculum has also been designed to ensure that pupils not only read for pleasure but use books to research and gather new knowledge to extend their understanding in their class.</p> <p>The ability to read is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond.</p>	<p>Reading is a vital component of our curriculum and is an integral part of all of our lessons. At Waterside Primary Academy, we teach reading through:</p> <ul style="list-style-type: none"> ✓ Read Write Inc.: In order to teach our children to read accurately and fluently with good comprehension, we use <i>Ruth Miskin’s Read Write Inc.</i> phonics programme from the start of Nursery. In this programme, children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then they learn to read the same sounds with alternative graphemes. Children experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and ‘tricky’ words and, as children re-read the stories, their fluency increases. <p>Children in Nursery, Reception, Year 1 and Year 2 have one/two reading books each week. The book carefully matches the child’s phonic reading level if they are on the RWI programme or will be matched carefully with our accelerated reading programme alongside the assessments. It is vital that children read these books at home, both independently and out loud.</p> <p>Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller’s voice. This scheme is accompanied by popular children’s stories, which are read by children and adults in a Reading for Pleasure (R4P) session on a daily basis. These are normally linked to the topic that the children are studying at that time.</p> <p>Children who are on the RWI programme also take a third book home. We call this a ‘Sharing Book’ which is selected from the class’ Reading Corner. These include a wide variety books, especially childhood classics, stories with predictable phrasing and books linked to their wider classroom learning.</p> <ul style="list-style-type: none"> ✓ VIPERS: Once our children have completed RWI, children progress onto our <i>Pathways to Read</i> programme, which is designed to equip our pupils from Year 2 onwards with the key skills to move them through the reading process towards becoming competent and fluent readers. To support this mastery approach to the teaching of reading, clear detailed lesson plans and resources are linked to high-quality texts. Pathways to Readensures engaging and purposeful reading lessons which are delivered using a whole-class approach, using the structure below which is taught for 30 minutes a day, 5 days a week: <ul style="list-style-type: none"> Monday –Discuss prior learning, <u>Predictions, Clarify Vocabulary</u> & teacher-led shared reading Tuesday – Group/Paired/Independent re-read & <u>Retrieval Tuesday</u> Wednesday – Reading Skill Development using VIPERS (<u>Retrieval, Predict, Clarify, Summarise/sequence, Infer, Language, Explain</u>) Thursday – Reading Skill Development using VIPERS (<u>Retrieval, Predict, Clarify, Summarise/sequence, Infer, Language, Explain</u>) Friday –Reading for pleasure/Reading comprehension (Apply day Friday) <p>Reading across the curriculum: At Waterside Primary Academy, we maximise opportunities for pupils to read, through our Topic Units. As classes study curricular aspects within the foundation subjects, texts are carefully selected to programme further growth in reading, whilst learning new subject-based vocabulary and wider curricular knowledge. These lessons focus on the teaching of reading whilst increasing the pupils’ knowledge and understanding of the topics being taught in History and Geography.</p> <ul style="list-style-type: none"> ✓ Reading 4 Pleasure – Independent Reading: We encourage our pupils to read for pleasure and to read widely. Reading 4 Pleasure sessions occur daily, typically at the start of the day and/or after lunch. We use <i>‘Accelerated Reader’</i> to promote independent reading. Pupils are tested each half term to assess their reading level, ensuring that pupils are reading the most appropriate books. Our unique ‘Woodland Library’ is well-stocked with a wide range of fiction and non-fiction books which are all part of the Accelerated Reader programme. This ensures that children select books which are within their ‘Zone of Proximal Reading Development’, meaning that all books provide a suitable challenge for all readers across the school. <p><i>Reading records are used to monitor our children’s reading at home. We expect every child to read every day outside of school. Children in Early Years, Year 1 and Year 2 are expected to read for 10-15 minutes per day. In Years three to six, this time increases to 20-30 minutes.</i></p>	<p>Through the teaching of systematic RWI phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.</p> <p>Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Phonics Screening Test at the end of Year 1. • Half termly RWI checks to ensure that pupils are placed within the correct teaching group and that progress is being made. <p>Reading: The school measures impact through:</p> <ul style="list-style-type: none"> • Accelerated Reader Book Quizzes to assess reading ability after children complete each book • Accelerated reader Star Reader Test to assess progress in reading-half termly • NFER testing to measure attainment against a national standardised score- Termly • Daily class reading sessions including VIPERS • Pupil Voice to assess learning