



## Scholar Green Primary School – How do we teach reading?

### Reading Intent:

At Scholar Green Primary School our aim is for every child to become a fluent reader. We want children to become fluent readers in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this we want children to develop a love for reading and read for pleasure on a regular basis.

Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a love of reading;
- 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.

### Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

- All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

### Implementation:

Our school follows the Read, Write Inc phonics program from Nursery into Key Stage 1. When pupils complete the phonics program learning, embedding all the Set 1, 2 and 3 sounds, they move onto the RWI spelling program that then runs through Key Stage 2.

All children have a baseline assessment in phonics and are then grouped accordingly by the reading manager. Phonics is timetabled from Monday to Thursday and lasts for 20 minutes each day. Friday's phonics sessions are used for a spell check. Children move to different classrooms and learning areas for phonics and all staff including TA's are responsible for a group.

As part of their PPA teachers are required to plan a teaching cycle for phonics including the review, teach, practise and apply model. There are handbooks in school to support teachers with this planning. Where a TA leads a group a designated teacher will be responsible for the planning, preparation and assessment of that group.

Regular assessments are carried out by the reading manager and the groups are changed accordingly. Phonics teachers delivering the spelling program are also required to complete end of unit and end of book assessments.

When children first become readers they have access to our colour book banded system which starts with pink books right the way through to white books. This is assessed using benchmarking. Once children have completed white books then they move onto the Accelerated Reader program.

A Star test is completed as a baseline and then repeated every 6 weeks which will give teachers the child's Zone of Proximal Development (ZPD). Children read books from our library within their ZPD and then quiz after each book. Half an hour each day is timetabled for quiet reading where children can complete any quizzes. During this half an hour, the teacher will have a guided reading group or hear any individual readers.

**Impact:**

Reading in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time we provide books to ensure that children read for pleasure and learn to love reading. If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Phonics assessment;
- Phonics screening results;
- Book band colour – assessed using Benchmarking;
- ZPD scores;
- Reading ages given through the AR program
- Summative assessments each term;
- End of Key stage SATs results.

The implementation of the RWI phonics had a huge impact on our phonics screening results. Our success rate each year is very high even putting us in the top 5% of schools nationally. The teaching of phonics in our school is systematic and all staff are regularly updated with any changes. Master classes are held where necessary. More recently the implementation of Accelerated Reader has raised the profile of reading in our school. Children are reading more for pleasure and on a more regular basis. The quizzes that the children take are improving their comprehension skills.