



Reading at The Meadows



"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Dr Seuss

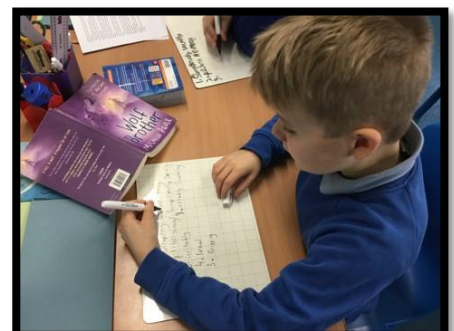


Why do we teach reading?

Our purpose is to create a text-rich environment and provide opportunities for children to study a range of quality literature which will allow them to discover new worlds and experiences. Our aim is to celebrate reading and model good reading behaviours to inspire children to follow the adults' lead and read for their own pleasure and enjoyment. We strive to develop the whole child through reading by creating stimulating reading environments and teaching early reading through an engaging, systematic phonics scheme. This begins in early years when children learn to identify sounds and link them to letters. Once children can use phonics to read, fluency and expression is developed using the principles of Talk for Reading and carefully-chosen, sequenced texts. The children's knowledge of vocabulary is structured to expand the words they can use in all areas of the curriculum as they progress through school. They will be exposed to a range of written texts by a diverse range of authors, which are carefully structured across the years, to allow their knowledge of sentence structures and features typical of each genre to develop in line with the year group expectations.

By the end of Year 6, our children will have:

- real enjoyment in reading and selecting their own books
- achieved a confident, fluent reading standard
- a broad and varied vocabulary for all curriculum areas
- robust knowledge of the features of different genres



Our aim is that children leave Year 6 as fluent, confident readers who will choose to read for pleasure and will have experienced the world in new and exciting ways through literature.

How do we teach reading?

Reading is the key to the rest of the curriculum, and we strive to ensure that all children become fluent readers. Our desire is for all children to develop a love of reading and use extensive comprehension skills in both fiction and non-fiction. In the Early Years and Key Stage One, children read **phonically-decodable reading books** drawn from the **Monster Phonics** scheme as their starting point. This ensures that sounds learned can be practised within a context at a consistent pace. Children may also bring home other books, drawn from the Oxford Reading Tree collection, to share with their families in order to foster a love of reading together. When children are able to securely apply phonic knowledge, they choose quality books, with support, so that fluency and enjoyment develop hand in hand. A selection of books, across a range of genres, are available for children to read. Our reading and genre maps are used to structure daily reading lessons. Across these lessons, we aim to teach:

- Vocabulary – to define new words in context, to draw on prior word knowledge and to broaden vocabulary choices by developing links
- Fluency – to use Echo Reading techniques to improve all aspects of fluency (expression, automatic word recognition, rhythm and phrasing, smoothness) and develop confidence
- Comprehension - retrieving/clarifying, summarising/paraphrasing, inferring/analysing, predicting and questioning, explaining language and structure/analyse and evaluate, authorial intent and comparing/analysing
- A range of genres - carefully placed to ensure progression through school

Throughout school, the principles of Pie Corbett's Talk for Reading are used, and there is a clear emphasis on book talk and enjoyment. The Meadows' reading spine is a collection of texts by significant authors that are used for teaching in each year group. This ensures that children are continually being challenged and reading texts written by a range of authors. We supplement this base spine with carefully-chosen texts linked to our topics and the children's interests.

How do we measure success?

Through formative assessment, teachers continually monitor children's progress in reading to ensure that all children are accessing appropriate books and that intervention groups are organised to help children who have gaps in their learning to catch up. The independent application tasks at the end of a Talk for Reading cycle allow the teachers to make informal judgements about children's progression.

Alongside this, we use the Salford Reading Age assessments at the end of each full term to monitor children's progression in word reading in a summative assessment format. We also complete a simple fluency assessment to check that children are making progress. More formal, mid-year assessments in years 3/4/5 are completed to ensure progress is matched to teacher assessments. The Reading Lead regularly monitors the progression and support for the first 20% within each year group as well as completing book scrutinies and lesson observations. Attainment in reading is measured using formal, national SATs assessments at the end of Year 6. The results of these tests can be found on our school website.

Planning for Learning

