

Reading Intent

At Pitmaston Primary School, our staff team are aware of the impact reading has on the cognitive, social and linguistic development of children in addition to the children's well-being and future academic success later in life. Therefore, reading is the golden thread running through each child's learning journey. We aspire for every child to leave Year 6 as a fluent, confident reader with a thirst and true love for reading irrespective of their starting points, background, gender, needs or ability. We strive to offer higher levels of support or extra challenge for those who need it so all pupils can access the learning during daily Reading and Phonics lessons. We aim to inspire an appreciation of our rich and varied literary heritage and foster a habit of reading widely and often, both for information and for enjoyment. It is our shared staff vision that children develop an intrinsic motivation to read for pleasure and leave Pitmaston having cultivated a life-long love of books and discuss books with excitement and interest.

The teaching of reading across the school consists of two dimensions: word reading and comprehension. We aspire for all readers to:

- be secure in their phonic knowledge during early reading and develop strategies to independently decode unfamiliar words
- develop accuracy and automaticity when reading
- develop the comprehension skills of retrieval, inference, summarising, inference, prediction and making comparisons across a range of texts and genres
- actively engage as a reader through contributing to 'book talk'
- adjust their approach to ensure understanding, e.g. re-reading sections if meaning is lost and using their knowledge of etymology to unravel the meanings of words
- read for pleasure and information across a wide range of fiction and non-fiction
- use reading to support their acquisition of knowledge and vocabulary across all subjects.

Implementation - Reading Culture:

Reading is fundamental to everything we do at Pitmaston; the first thing children do every day, is ensure the book they have chosen to read is on their desk – not a minute of possible reading time is wasted! On top of the consistent, rigorous focus in lessons, we use vibrant displays, read-at-home initiatives, author visits and celebration events. These include our popular 'Pitmaston Reading Nights' sessions, to raise the profile of reading so that children see it as a pastime to be cherished.

From Pre-school, pupils are offered a vast array of diverse books in their enticing classroom book corners, alongside our stimulating and welcoming school library run by a dedicated team of Pupil Librarians. Our classroom reading displays showcase recommended reads from both children and staff; this is a fundamental part in generating 'book talk' within our classrooms to encourage children to recommend books to each other. In addition, we have strong links with local libraries and all children engage in a library visit with their class each year. Our children enjoy visits from poets, authors and illustrators to bring reading to life. We offer a nurturing reading ethos throughout the school which is enhanced by our Book Buddies program: this offers our older pupils the opportunity to mentor and support our younger pupils on their reading journey. Every class has daily Story Time sessions in addition to a weekly Story Time session which takes place in Pitmaston's much-loved library. Pitmaston's Pets as Therapy dog (PAT) – who pays weekly visits to school - has enlivened reading to further inspire our reluctant readers to find their love of books.

Additionally, one Reading Ambassador from each class is chosen each term. Reading Ambassadors are chosen for their love of reading, their resilience and their willingness to share their passion and enthusiasm with others to promote reading throughout the school.

At Pitmaston Primary School, we believe that regular reading at home is an important tool in developing reading skills. We ask all parents to support their child reading at home with access to matched phonics Book Bag Books, levelled books which can be read with support in addition to Library books chosen by the pupils to promote reading for pleasure.

Implementation - Teaching, Learning and Assessment

Teachers, with support from the Reading Lead, English Team and Senior Leadership Team, draw upon careful observations and continuous assessment to ensure children are appropriately challenged as well as identifying children who need additional support. Timely intervention is planned for those children working below expected

levels as soon as their needs are identified through diagnostic testing. All children read aloud during phonics lessons or their whole class reading sessions to ensure that fluency is a priority and is practised daily. In addition, some pupils may read more frequently with a teacher, teaching assistant or reading volunteer; the focus being on the lowest 20% of each cohort.

The teaching of phonics is of high priority. Early reading is supported through the systematic, synthetic phonics scheme: Read Write Inc. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. From the Early Years to Year 1, there is a deliberate emphasis and drive to ensure that systematic, synthetic phonics is taught daily enabling children to learn the alphabetic code and increase their accuracy and automaticity of reading through appropriately matched phonics books, that excite and engage them. Children are encouraged to transfer the skills they learn in their RWI phonics sessions into their independent reading and writing in addition to continuous provision in Reception through initiatives such as the 'Message Centre'. Staff may also use 'Pinny Time' to revisit phonemes and red words at incidental points throughout the day. Both in the classroom and at home, all RWI Phonics books and Book Bag Books progress cumulatively and are matched to the sounds children are learning so that early on, children experience success and gain confidence in reading. Children's progress in phonics is continually reviewed through daily informal formative assessment and half termly formal phonic assessments which is used in conjunction with evidence from their reading and writing. The minority of pupils, who have not yet passed their phonics screening check, are targeted through intervention.

At Pitmaston, building on the latest research, we teach reading as a whole class from Year 2 to ensure that all children are exposed to high-level, rich vocabulary and discussion within all lessons. Pupils are taught how to infer, predict, clarify, question and summarise their understanding of texts as well as how to understand how an author has used language for effect through discussion of the author's intentions. For those children who might find reading a challenge, as well as children who excel in the subject, we provide differentiated activities and challenges using age appropriate texts as well as tailored reading interventions - in and out of the classroom - ensuring all children's needs are catered for. Progress is assessed using:

- our termly summative reading assessments (NFER tests)
- reading age tests
- words per minute assessments
- The York Assessment of Reading for Comprehension (YARC) diagnostic testing programme
- fortnightly unseen comprehension tasks.

To broaden our children's vocabulary repertoire, every week, children will have a focus on vocabulary, which pre-teaches words that they will be exposed to throughout the week. In these sessions, children explore the roots and origins of words (the etymology) as well as creating memory strategies to support with retrieval.

Impact

Through high quality teaching and learning, children grow into fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as utilising their reading skills to unlock learning in all areas of the curriculum. Through the teaching of systematic, synthetic phonics and with decoding taught as the prime approach to reading, our aim is for children to become accurate and automatic readers by the end of Key Stage 1. Pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter, even when they have come to the end of the RWI programme. Our outcomes for the Year 1 phonics screening check are consistently above the national average.

Pupils at Pitmaston can talk about books they have enjoyed or are currently reading and why they would recommend them to others. By immersing children in high quality texts during their reading lessons and Story Time sessions, we cultivate a lifelong love of books within our pupils. Parents and carers have a good understanding of how they can support pupils' reading development at home and contribute regularly to their children's Reading Records to support them with achieving 250 nights of reading.