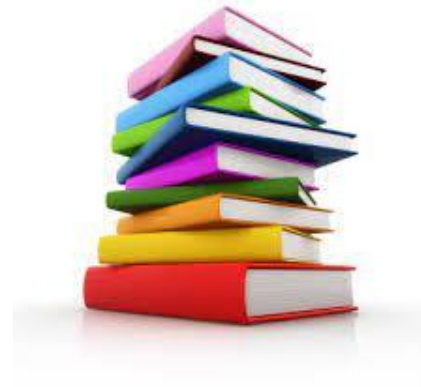
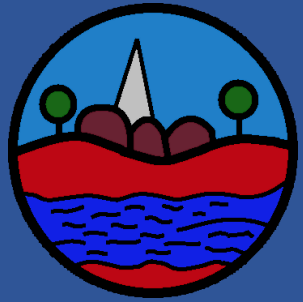


Intent

Reading

Intent





Intent

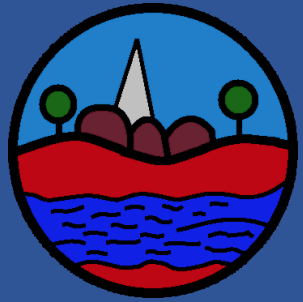
Reading

Why is reading important?

Rockcliffe CE School understands the importance of reading in the process of developing pupils into independent learners.

Reading is central to a child's understanding of the school curriculum and is of vital importance in life. Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.



Intent

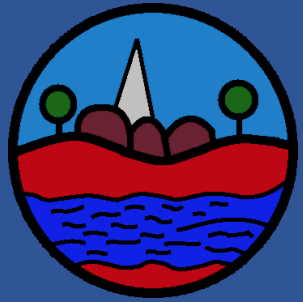
Reading

Aims of the Reading Curriculum

The aims of the Reading Curriculum are:

- At Rockcliffe CE School, we aim to develop a love and appreciation of reading which will stay with children for life
- To ensure effective coverage of the National Curriculum
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.
- To ensure children are reading within age related expectations, enabling them to access all areas of the curriculum.

We hope to achieve this through careful planning and teaching using up-to-date strategies



Intent

Reading

Key Priorities of the Reading Curriculum:

The development of word reading through high-quality phonics provision and the systematic teaching of spellings.

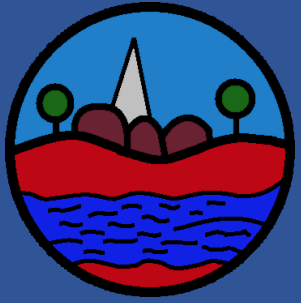
Deepening children's understanding of the meaning and structure of a wide range of text types and stories.

Encouraging children to read widely and for enjoyment. All classes read a wide range of stories and texts every day.

Progressively building on discussion and recitation of key texts and stories, both in class and for a wider audience.

Exploring the work of a wide range of authors both within their own ability range and beyond through whole-class books.

Through linked texts, reading is an integral part of our history, geography and science curriculum.

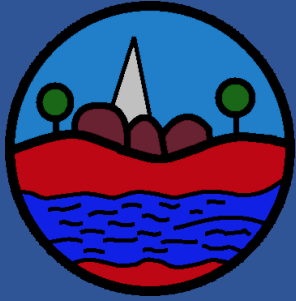


Implementation

Reading



Implementation



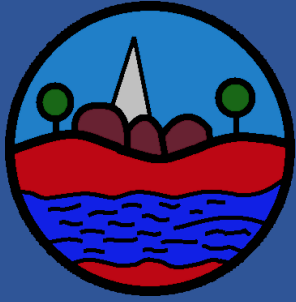
Implementation

Early Reading- Phonics



Here at Rockcliffe CE School we use the Read, Write Inc. Programme to teach the children through a process known as Systematic Synthetic Phonics. Through phonics, children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority. We want children to make a good start with reading from when they first enter Reception. Children in EYFS, Year 1 and 2 have daily phonics lessons and older children receive targeted intervention to address any gaps in their phonic knowledge

- We teach phonics for 40 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Read, Write Inc Phonics Revised expectations of progress

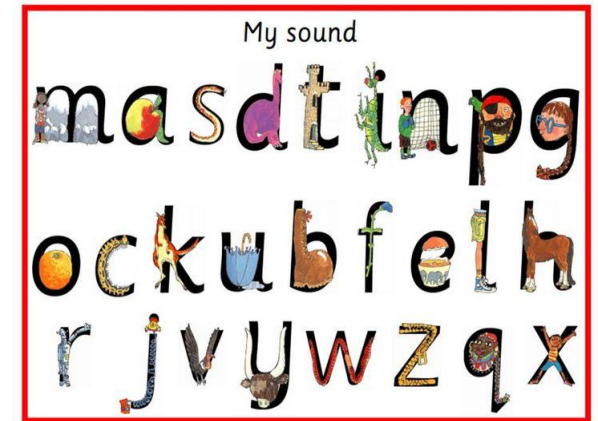


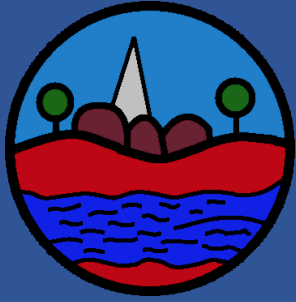
Early Reading

We also teach children to read through reading practice sessions using the Read, Write Inc Book Bag Books

These:

- use books matched to the children's secure phonic knowledge using the *Read, Write Inc Phonics* assessments and book matching grids
- are monitored by the class teacher/TA, who works with each child on a regular basis.





Implementation

Reading lessons, beyond phonics

Whole class and guided reading sessions are linked to reading VIPERS.

Each session has a specific focus within the VIPERS for instance inference.

Children are provided with opportunities to answer questions based on a range of texts orally and in written form.

Children are provided with a wide range of text types to cover the broad curriculum.

Teachers plan the texts for a variety of reasons: e.g. to cover topical issues, provide cross curricular links, follow the children's interests or deepen understanding of a particular genre.

Reading Vipers

Vocabulary

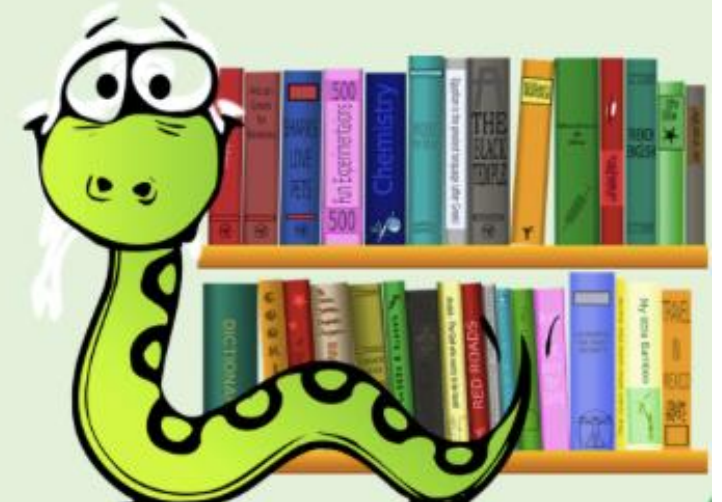
Infer

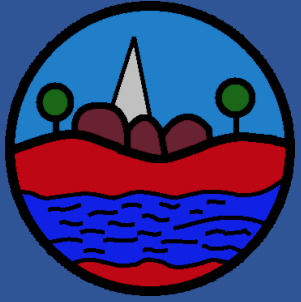
Predict

Explain

Retrieve

Sequence or Summarise



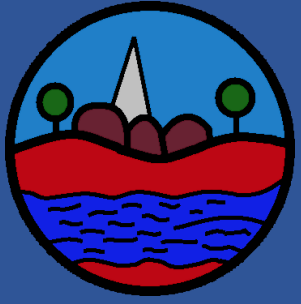


Implementation

How we encourage reading from Year 2 onwards

In Year 2 when children are ready to move on from Read, Write Inc children choose from book band books which are suitable to their reading level. They are monitored using a running record to ensure they are correctly matched to their level. Children are expected to read with parents at home 3 times a week. We use reading records to ensure we can share reading comments both in school and at home.

In class, we read a shared text everyday. We ensure the texts differ and children get the opportunity to explore a wide range of authors. This then starts discussion and children will share their favourite book or author so we can develop reading discussions through using the children's interests.



Implementation

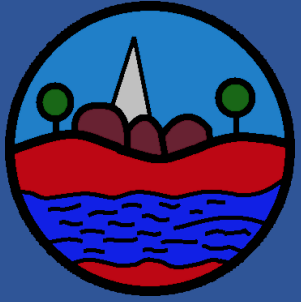
How we encourage reading in Year 3 and 4

Children work through book bands which are suitable to their reading level. When the children are fluent and demonstrate a good understanding of the text they move onto library books. These books are approved by the class teacher.

Each child has a reading record which is used as a two way dialogue between home and school.

Reading records are checked each week. Children are encouraged to read at home a minimum of three times a week to an adult.

Both whole class and shared reading enables children to access and enjoy rich, authentic, and diverse texts which are slightly beyond their independent reading level. Sessions are sequential and involve re-reading for different purposes, with children using their developing skills and understanding as they become more familiar with the text



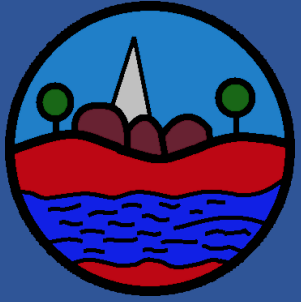
Implementation

How we encourage reading in year 5 and 6

Children are encouraged to develop their love of reading and access a wider range of texts in year 5 and 6. A running record of the children's books is kept by the class teacher to ensure variety and challenge.

Children are encouraged to write a review of the book and share this with the class. The reviews are kept in a file to encourage others to widen their book choices. Listening to other children talk of their favourite books has encouraged others to read texts they may otherwise not have chosen.

Reading records are checked each week. Children are encouraged to read at home three times a week to an adult.



Why do we use Book bands?

Once children progress beyond phonics we move onto book bands.

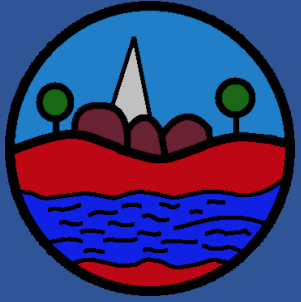
We use book banded books to ensure texts are matching to children's reading levels.

As we use Read, Write Inc Phonics as our SSP programme, decodable phonic books are sent home to children in reception, year 1 and year 2 for those who still require them. Once children have finished the phonics programme they start on the book band levels.

Children are then regularly assessed to ensure that they move through the book bands age appropriately. Once they become confident readers the children are encouraged to be 'free readers' and select books from the library for their enjoyment.

Book bands

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
Year 4 / Primary 5	8-9 years old	12	Grey
		13	
		14	
Year 5 / Primary 6	9-10 years old	15	Dark blue
		16	
Year 6 / Primary 7	10-11 years old	17	Dark red
		18	
		19	
		20	

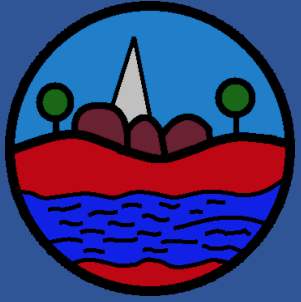


Tailoring for SEND

Children who need additional support are identified through initial reading assessments.

Support is given through reading intervention and specific reading comprehension where this has been deemed to be an area of need.

We have a range of texts which are of high interest, low level suitable for children who need SEN support in each year group.



Implementation

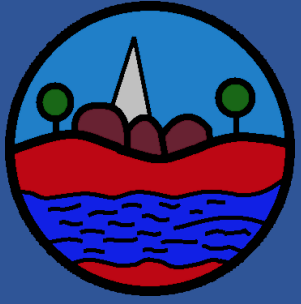
Classroom expectations

Each classroom has a reading area with a range of books to encourage and appeal to all readers. Books linked to class texts or topic are also shared in this area.

Topic boxes of books are delivered into school on a termly basis to enhance understanding and opportunities for reading. These books are readily available for children to use whenever they wish.

Each class has a set of books, selected by them, from the local library van.

Each class has a text which is read daily. These texts can link to topics.



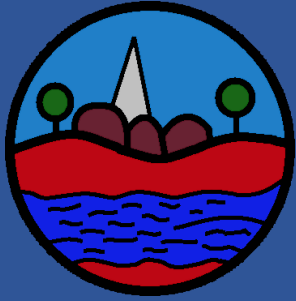
Vocabulary

We recognise the importance of vocabulary:

Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017).

Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018).

So at Rockcliffe CE Primary School we actively encourage the development of vocabulary through our vocabulary rich curriculum.



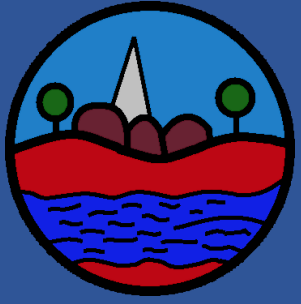
Implementation

KS1 Vocabulary

In KS1 we encourage vocabulary development throughout all lessons. We use topic based tier 2 and tier 3 vocabulary linked to the Kapow Curriculum. This is clearly displayed around the classroom for the children to access. Knowledge organisers are displayed in topic books which contain dual coding.

Year 2 write the definitions to the 'vital vocabulary' in their books. Year 1 discuss the definitions to ensure they understand the meanings of the words.

Statutory word lists are displayed around the classroom for the children to access.



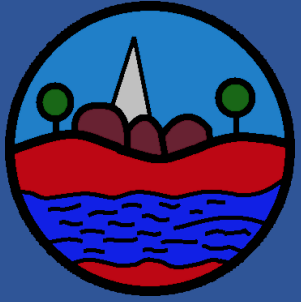
Implementation

KS2 Vocabulary

Topic based vocabulary is displayed around the classroom linked to Kapow. Linked to this, 'vital vocabulary' is recorded with definitions and pictures through dual coding in topic books.

Higher level vocabulary, synonyms and antonyms, hyphenated words, expanded noun phrases and topic specific words are all collated by the class and visible for the children to access.

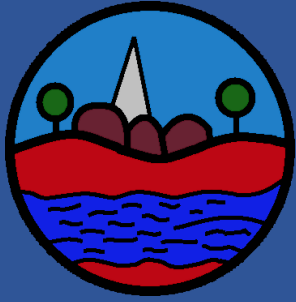
Statutory word lists are displayed around the classroom for children to readily access.



Implementation

Oracy through talk

When discussing their work or presenting information, pupils are encouraged to speak using full sentences and incorporating key subject vocabulary. This is modelled by teachers e.g. using my turn, your turn. All children are encouraged to read in front of the class through a variety of opportunities.

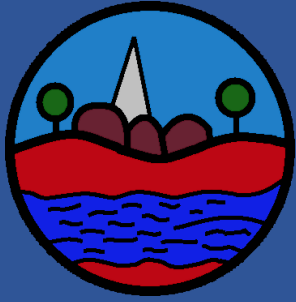


Implementation

Reading for pleasure

At Rockcliffe School we use the following strategies to create lifelong readers who read for pleasure:

- We will continue to liaise with the Cumbria Library van service to ensure children have access to a wide range of texts and authors to encourage reading for pleasure.
- All pupils will have access to a wide range of fiction, poetry and non-fiction in different formats, and support in enjoying them, where necessary. We will widen our knowledge of what is available to interest all our children, to include picture books and graphic texts for all ages and the use of technology, such as e-readers. Non-fiction will include materials such as magazines, catalogues, comics, leaflets, newspapers, as well as traditional non-fiction texts.

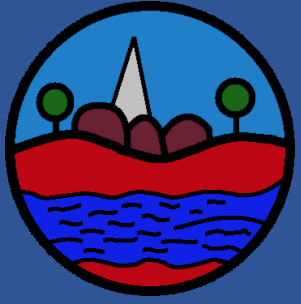


Implementation

Reading for pleasure

At Rockcliffe School we use the following strategies to create lifelong readers who read for pleasure:

- Staff who act as role models for active, engaged reading by sharing their pleasure and enjoyment of texts of all kinds in the planned curriculum and informally. Sharing and talking about books and other reading materials will be frequent and regular both inside and outside the classroom.
- We will encourage and help parents/ carers to support their children's reading through a range of strategies suitable for each age group. We encourage reading at least 3 times a week. We show them how to maintain interest and enthusiasm in reading and involve them in as many ways as possible in supporting reading at home.

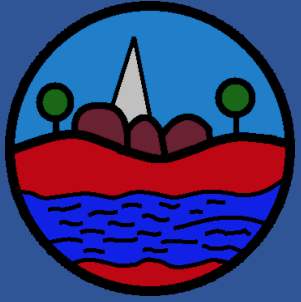


Impact

Reading



Impact



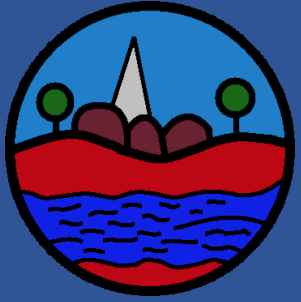
Impact

How do we measure the impact of reading teaching?

Teachers make assessments of children daily through;

- Analysing errors and picking up on misconceptions.
- Asking questions and listening to readers.
- Facilitating and listening to discussions.
- Recording this through reading records and individual/class sheet.
- VIPERS question sheet.
- Keeping an ongoing running record so children have been matched to the correct book band level.

These ongoing assessments inform future planning and teaching. This allows lessons to be readily adapted following these assessments.

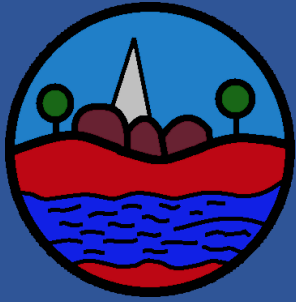


Impact

How do we measure the impact of reading teaching?

Through the teaching of systematic phonics, our intention is for all children to become fluent readers by the end of Key Stage 1. Children can then focus on developing fluency and comprehension throughout the school. Attainment in phonics is measured throughout the year and regular phonics assessment and tracking systems ensure progress and attainment is monitored and any interventions swift and effective.

At the end of Year One children are assessed on the Statutory phonics screening check. This usually happens in June.



Impact

Assessment

Each year group completes an assessment using the Progress in understanding primary reading (PIRA). Year 2 and Year 6 complete National tests (SATS) in May.

pira

Progress in Reading Assessment

AUTUMN 4

Second edition

name _____

The teacher's script for the phonics questions, on pages 2-3, is on the back page. On pages 4-7, read aloud all instructions for answering questions (printed in red-brown), but do not read the texts or answer choices printed in black.

Boy	Girl	Test date / /	Chronological age	years	months
Text type		Questions	Marks		
Word reading		1-7	/10		
Story		8-14	/8		
Story		15-20	/7		
		Total marks	/25		
Reading analysis					
Comprehension			/23		
Making inference			/2		
Reading Age	Hodder Scale	Age Standardised Score	Standardised Score		

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RISING STARS ASSESSMENT

Autumn, Year 2

Sam felt ill. His throat hurt. His ears hurt. His head hurt. He sneezed. "Sam, can you come and show us how to do it?" asked Mrs Jacobs. Sam looked up. He didn't know what Mrs Jacobs wanted him to do. He all wobbly. He knew that if he stood up He put his head down on his hands or wanted his mum. He knew that Mrs J now. His teacher didn't like it when children didn't do what she told them to do.

► KS1 questions sit directly after Reading texts and KS2 Reading texts are in a pull-out booklet so that they can easily be viewed alongside questions.

10 Who is this story about? Circle your answer.
Jacob Sam Mum

11 Where was Sam? Circle your answer.
in bed at school at home at the shops

12 Find and copy the words from the text to say where Sam hurt.

► Every question is mapped to National Curriculum content domains, allowing question and strand-level reporting.

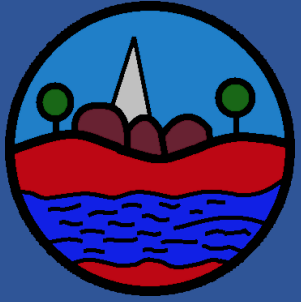
13 Write one thing Sam did when Mrs Jacobs asked him a question.

► Variety of question types.

► Increased number of 3 mark comprehension/ inference questions in Years 5 and 6, 2 mark questions in Years 3 and 4 and 1 mark evidence questions in Years 1 and 2.

page total

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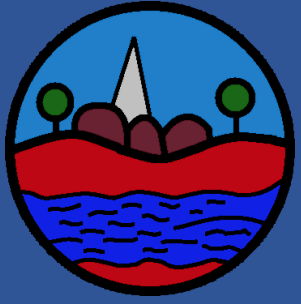
Impact

Reading for pleasure

Reading for pleasure is something we instill in every child at Rockcliffe School and has the main impact for life long learning and enjoyment. At Rockcliffe School, we expose children to a wide range of texts so this has a positive impact on their achievement and vocabulary choices to achieve this.

As a Year 6 reader, transitioning into secondary school, we aspire for children to be fluent, confident, and able readers, accessing 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, such as having a love of reading that feeds the imagination and having a developed vocabulary beyond that used in everyday speech. Reading opens doors and is essential to everything in life.



Impact

