



# READING at Boxgrove



Enable children to be inspired to be the best they can be by **ambitious** people and their influence on the world.

Inspire children to be brave about their learning and their life; to be **creative** and confident to innovate.

Act as a springboard for children to be continually **inquisitive** about the world around them.

Support children to develop **independence** in their learning; a keen interest in the pursuit of knowledge and a restless need to find out for themselves.

Encourage children to become good citizens who **care** about themselves, others, their community and the world.

Create **resilient** learners who take risks and welcome mistakes on their learning journey.

## INTENT

At Boxgrove, we deliver a high quality reading curriculum, which nurtures a lifelong **love of reading**. We aim to ensure all pupils can read **fluently** and with **confidence** across all subjects. We are committed to sharing high quality and **vocabulary** rich texts across the curriculum so that children may develop **knowledge** of themselves and the world in which they live.

We encourage our pupils to discover new information and develop their **comprehension** skills by selecting a **broad** and **diverse** range of texts which are linked to their learning **across the curriculum** (where possible).

We support children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts.



## Big Ideas

Love of reading- weekly visit to school library, dedicated timetable time for teacher reading aloud, 100 books. Children listened to 1-2-1 weekly (Rec/KS1) /two weekly (KS2) Whole-class reading sessions from Year 1 4 times per week (TBC) to improve reading fluency, oracy and comprehension

All reading sessions to include elements of the following:

- Teacher **reading aloud** regularly modelling fluency, pace and intonation (prosody)
- Children developing **fluency** (including prosody, accuracy, automaticity) by using methods such as repeat reading section of text, echo reading, choral reading, paired reading.
- **Tricky words** (word attack) is used to discuss strategies for reading more complex/challenging words.
- **Vocabulary** is carefully selected and explicitly taught, allowing children to practice, apply and consolidate their understanding to assist vocabulary progression and support comprehension.
- **Book Talk** should be used to improve reading, oracy and comprehension, building in time for paired, group and whole-class discussion with the use of sentence stems.
- Use the **reading VIPERS** to support you to plan **questions** and progression in reading.



## CONTENT & SEQUENCING

For Early Reading we follow the RWI Programme for teaching systematic phonics (Rec, Y1 and Y2). Teachers deliver daily phonics sessions, streamed across the year. Each lesson incorporates the same structure which includes a writing element. Children take home RWI books linked to the phonics stage they are working on as well as a banded book at the stage they are on (assessed using RWI assessment). **Please see separate Phonics one page overview to view how content and sequence.**

Children continue to progress through book bands once they have completed the RWI programme. This continues into KS2 until they have progressed through the Collins Big Cat scheme. When children become 'free readers' they continue to be guided in their choice of books. Three lists of 100 books have been introduced at Boxgrove (EYFS & KS1, Lower KS2 and Upper KS2) to provide high quality reading material and encourage a love of reading.

Reading sessions are taught four times a week.

The National Curriculum helps year group teachers to select relevant learning objectives. VIPERS are used to guide a range of comprehension questions. A book talk approach is used further develop deep discussion. An appropriate curriculum-related non-fiction text or poem to be included each week.

In KS1 and 2 whole class readers are used which are very closely linked with writing or learning across the curriculum. Picture books are used throughout the school. Books are used to support the delivery of all subjects. Diverse and rich range of non-fiction, fiction and poetry texts are used weekly, enabling children to expand their knowledge of the world.



### Links across the curriculum and enhancing cultural capital

Writing – linked to class reader/reading session when appropriate

Reading within all subjects

High quality texts are used to support learning across all subjects and special celebrations in the school calendar (Hanukah, Anti-bullying, world events, black history, internet safety)

Cross-curricular texts used in reading sessions (non-fiction once per week at least)

Book swap

Scholastic book fair

Library visit in school – summer challenge

World Book Day

Author visits

Diverse range of texts chosen to study (culturally, gender, genre) (reading spine)

Library visit in school (summer reading challenge)

Year 3 visit Guildford library

In school library displays current and diverse range of texts – topical (floods, remembrance day STEAM week etc)



### PROGRESS

1-2-1 reading weekly/two weekly ensures reading appropriate books – tracked using book band tracker

All staff maintain a reading record folder to include Holborn Years 2-6 (September, January and April); book band tracker; list of target readers identified and timetabled regularly; information about progress, attainment and next steps for individual children. Shared with parents in home/school diary.

RWI – assessed half termly.

Year 1 Phonics screening check

Years 2-6 NTS Reading is used termly to measure progress, alongside termly Holborn reading tests.

Optional Y2 SATs

Y6 SATs

Pupil progress meetings with SLT to discuss individual children and how to support them in their reading progress.



### SUPPORT

**In EYFS:**

Individual same-day intervention by CT. Target readers 5 min session daily with a TA using RWI one-to-one phonics tutoring.

RWI red (tricky) words sent home in relation to the reading colour sent home on cards for children who need additional support. (Y1 and Y2)

Children who do not pass their phonics screening check are supported by:

- catch up RWI programme with TA
- target reading group
- parental involvement (workshops)
- Ditties

**Bottom 20% EAL PP SEN**

RWI intervention is continued throughout KS2 to support children with a low reading age as well as building fluency through echo reading, pre-teaching vocabulary and increasing the volume of reading.

Project X books – high interest LA used in KS2

Barrington Stoke books for dyslexic children within all classes on bookshelves.

Communication in print (support vocab development)

Pre-teach text EAL (sent home before read as class)

Target reader – heard more often

Parent workshops throughout school (these parents are targets by class teachers and invited in)

Parent volunteers are encouraged to come into school to hear children read. Librarian hears target groups of readers.

Motivation and celebration – reading records seen every week/two weeks by class teachers – merits awarded

