

Unity Academy



Curriculum → English → Reading

Intent

At Unity Academy, our aim is for every child to read widely with fluency and comprehension. We want children to become fluent readers, to reach age related expectations or make accelerated progress from their individual starting points. In addition, we want children to develop a love for reading and read for pleasure on a regular basis.

Reading is a priority. 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 curriculum is coherently planned and sequenced towards building cumulatively sufficient knowledge and skills to ensure children love, learn and live as global citizens in an everchanging world.

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

- develop a love of reading;
- 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;
- 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.

Implementation

Phonics: Our school follows the Bug Club Phonics programme from Pre-School into Key Stage 1. When pupils complete the phonics programme learning, embedding all the Phase 2 and 3 phonemes, they master the Phase 4 blends and Phase 5 alternate phonemes and spellings. Phonics sessions are timetabled daily and last between 20 and 30 minutes. All children are exposed to the phonics learning that is taking place. Children who need to close the gap

receive targeted intervention with a highly trained HLTA. Pupils then receive daily spelling lessons based upon the National Curriculum 2014 rules.

In KS1, teachers plan a teaching cycle for phonics including the review, teach, practise and apply model. There are resources 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 formative phonics assessments are carried out daily by the class teachers complimented with a summative phonics assessment at the end of a Phonics Phase or the half term.

When children first become readers, they have access to our colour book banded system which starts with lilac books right the way through to ruby books.

Guided Reading: From Y2 to Y6 children enjoy guided reading sessions 2/3 x a week for 20-30 minutes. In KS1, various strategies are taught including structured story time, reading for pleasure and individual reading. Children are also exposed to Concept Cat (Word Aware) sessions three times a week. The principle of this is that all children will benefit if they are exposed to enriched vocabulary. During these sessions children are exposed to a large number of words at an accessible level, they experience the explicit teaching of useful words, learn strategies for independent word learning and have opportunities to enjoy words. In KS2 children enjoy whole class reading. Reading fluency is part of every reading session which is developed through a range of strategies including echo reading, choral reading and close reading. This is essential as it is the bridge to comprehension. Guided reading lessons focus on VIPERS comprehension with an emphasis on vocabulary. All children read daily to an adult and have targeted interventions to close the gap.

Unity's reading offer incorporates books from a variety of sources including the Rivers Quality texts list. These provide a rich, diverse source of books that teachers use in their reading sequences, to ensure that children have a varied exposure to challenging texts. There are opportunities for recommendations from teachers and children to build a community of reading teachers; teachers who read and readers who teach.

Children develop reading skills through VIPERS style questions to ensure coverage of all key skills with a heavier weighting on vocabulary, inference and retrieval.

V- Vocabulary

I – Inference

P – Predict

E – Explain

R – Retrieve

S – Sequence (KS1) and Summarise (KS2)

The six domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. VIPERS is a method of ensuring that teachers ask, and students are familiar with, a range of questions.

Individual Reading:

- All children read daily to an adult, which is recorded on the child's reading record.
- Across KS2 there are a variety of reading opportunities: in GR, foundation subjects, peer/paired reading.
- All children are given regular opportunities to visit the library where they can access a wide range of fiction and non-fiction books, a range of magazines and children's newspapers.

Impact

Reading in our school is progressive and planned to meet the needs of all children. Teachers use assessment to embed knowledge. Formative and summative 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 Bug Club assessments;
- Reading assessment grids
- Reading fluency rubric