

SUBJECT Reading		
INTENT	IMPLEMENTATION	IMPACT
At Dunalley, we believe that the teaching of reading is integral to a child’s understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using a range of strategies and discuss what they read. At Dunalley, the reading curriculum is delivered through Essential Letters and Sounds (ELS) alongside shared and guided reading. Regular opportunities are given for home reading, reading across the curriculum, regular independent reading and the hearing of quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers. It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina, which in turn increases their enjoyment of reading. Furthermore, we know that reading for pleasure is beneficial for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home. Parents and carers are invited to school to take part in ways to promote reading such as book fairs, book swaps and author events. We firmly believe that working in partnership with families will help children to achieve their very best. Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in Phonics and English lessons, but in the wider curriculum too.	Phonics The scheme of work that we use to teach phonics across EYFS and KS1 is Essential Letters and Sounds (ELS). Our structured approach to reading is carefully designed to ensure the best results for our children. Our phonics journey begins in Nursery, where children begin to develop the essential listening and speaking skills that provide the foundations of learning to read. Children in pre-school learn to identify environmental and instrumental sounds and explore body percussion, rhythm and rhyme. They also begin to develop oral blending skills. If they are ready, during the summer term, they will be introduced to phase 2 sounds, helping to prepare them for more formal phonics teaching in Reception. From the beginning of Reception, children take part in daily, whole-class phonics lessons. Daily phonics lessons continue throughout Year 1 and further through the school to ensure all children become confident, fluent readers. ELS is a systematic phonics programme that teaches children to read by decoding and blending sounds to read words. It teaches children the relationship between the sounds in spoken language (phonemes) and the letters or groups of letters that represent them in written language (graphemes). Through this structured programme, children learn the English alphabetic code and are supported to experience success from the very beginning. They read phonetically decodable books that are carefully matched to their developing phonic knowledge, including the Harder to Read and Spell (HRS) words they have learned. By rereading these books, children develop their reading fluency, confidence and expression, learning to read with a storyteller’s voice. The structure of each lesson: Day 1-4 lesson structure: - Review (review newly taught sounds for the week, previously taught graphemes, and harder to read and spell (HRS) words) - Teach new sound - Practise (read words) - Apply (read sentences as a class and then apply knowledge when independently completing apply sheet in booklets). - Review (review sounds and harder to read and spell words) Day 5 lesson structure: - Review (review newly taught sounds for the week, previously taught graphemes, and harder to read and spell (HRS) words) - Practise (reading and writing words)	Assessment - ELS assessments using Phonics Tracker, every 5 weeks by teachers - Year 1 Phonics Screening Summer Term - NFER Tests Year 1 (Spring and Summer), Years 2-5 (Autumn, Spring, Summer) - KS1 Optional SATs Summer Term - KS2 SATs Summer Term and practise papers throughout the year in year 6. - YARC as a more refined assessment tool for key children and groups To ensure the best outcome for all our pupils, assessment is used continuously to identify any child who is in danger of falling behind. Targeted interventions are used to help these children ‘keep up’ rather than ‘catch up’. Their progress is carefully monitored by class teachers and school leaders. Books Pupils’ learning in Guided Reading books in KS1 and 2 will demonstrate the evidence of texts being covered and a range of reading domains being taught. Pupil voice Children will be able to articulate their learning in reading by: - talking about stories they’ve read - their love of reading - their reading at home - reading across the curriculum - favourite characters Monitoring The subject leader monitors the subject through: - regular phonics meetings - ensuring coverage of reading overview - reviewing books - pupil conferencing to ensure that pupils are able to articulate their learning - lesson observations / learning walks - phonics coaching sessions - support to teachers in developing subject knowledge - subject review by link Governor

	• Apply (reading decodable books and writing phrases and sentences) Progression of reading through Key Stage 1 and 2 As the children move through Key Stage 1, phonics remains a high priority. Once the children have mastered the phonic code in Year 2, they then move on to daily guided reading sessions, lasting 45 minutes, focused on retrieval and higher order reading skills such as inference and the development of vocabulary using a range of texts – fiction, non-fiction and poetry. Guided reading is taught 4-5x a week for 30mins. As their reading progresses through lower Key Stage 2 and into upper Key Stage 2, we work on developing children’s vocabulary and comprehension skills through structured whole class guided reading sessions. Activities are carefully planned to ensure that reading stamina also develops as children progress through the school. Our class books ensure that all our pupils are exposed to high quality challenging texts. These have been carefully selected to ensure that children experience a range of quality, diverse literature. This allows for an immersion in more sophisticated vocabulary and therefore helps them to build their own vocabulary that will be wider, challenging and more specific. Reading at home Children are actively encouraged to read at home. The books that children in Key Stage 1 will initially bring home are all phonetically decodable. All home readers are matched to the level of phonics at which each child is reading. Families are encouraged to allow children to read this book 2 to 3 times during the week to ensure fluency and comprehension. Once children have mastered the phonic code, they are provided with appropriate colour banded books that they can read with fluency and accuracy to develop reading for meaning. Our children in Key Stage 2 are also encouraged to read at home and select books from a range of sources. In lower Key Stage 2, the children are guided to books that are colour banded to support their reading fluency and comprehension before being able to select freely from our extensive collections of books in our class and year group libraries as they progress through key stage 2. Supporting children to keep-up In KS1, children who need additional support, will be identified through regular assessment (ELS or NFER-Y2) and receive: • Daily one to one intervention to meet individual needs • 1:1 reading • Reading with volunteers • 1:1 ELS phonic intervention (GPC or oral blending focus) • Early Birds • Reading Intervention Groups • Pre-reading of texts	
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	Children who require additional repetition of phonics to consolidate their understanding of the sounds at the start of Key Stage 2, are provided with appropriate targeted support, through 1:1 or small group ELS phonics interventions. Other interventions that occur within KS2, for those children who have been identified from assessment data (NFER or SATs papers) include: • 1:1 reading • Reading with volunteers • Early Birds • Reading Intervention Groups • Pre-reading of texts Staff ensure books are available in every classroom and use every opportunity around the school environment to provide attractive spaces where children can read or access books. Displays advocate and value a love of reading. Books are a mixture of familiar texts already shared with pupils, texts chosen by pupils and texts we have identified as being high quality. We have provided inviting library spaces across the phases. Additional Opportunities for Developing a Love of Reading: • Celebration of World Book Day • Book Fairs • Dunalley Literature Festival • In person/virtual visits from authors • Story time sessions • Shared Year Group Reading • Visits to Literature Festivals • Lending Library/Book Swap	
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