

**Marton Primary
Academy and Nursery**

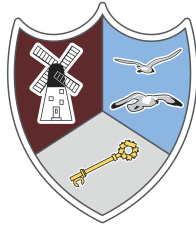
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Our Reading Intent, Implementation and Impact

(This document should be read in conjunction with Our Reading Curriculum).



Working Together to be the Best we can be.



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Intent

At Marton Primary Academy and Nursery, reading is at the very heart of our curriculum. We know 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, develop the vocabulary they need to effectively express themselves and to help them to develop empathy with others.

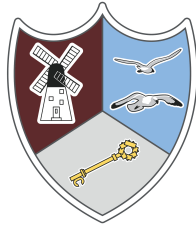
Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). Therefore, developing a love of reading is one of our whole school curriculum drivers. We believe that teachers who are themselves enthusiastic and committed readers are more likely to be more effective teachers of reading. Together, we work hard to foster a love of independent reading and to build a community of engaged readers.

We are committed to giving our children lots of opportunities to read in English and across our curriculum.

We intend for all of our children to develop:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

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Implementation

Reading Environment

We aim that our school environment always promotes our love of reading and inspires our children to read. This includes our communal areas such as our entrance area and our library. Each classroom has a designated reading area. The learning environment in Reception and Year One promotes the development of phonics.

Phonics

The systematic teaching of phonics has a high priority throughout the Early Years Foundation Stage (EYFS) and Key Stage 1. In nursery, teaching and learning supports children's developing awareness of environmental sounds, rhythm and rhyme, alliteration, oral blending, and segmenting. A range of opportunities to learn and practice these phonics foundation skills are provided throughout continuous provision in the learning environment and through teacher led activities.

Read, Write, Inc. Phonics is taught daily to all children in EYFS, Year 1 and those in Year 2 who have not passed the phonics screening in Year 1.

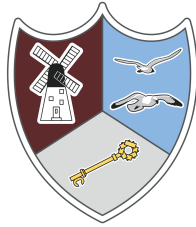
Children are taught to:

- decode letter/sounds correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' (red words) on sight
- understand what they read
- read aloud with fluency and expression o write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting

A vital aspect in the development of essential knowledge and skills in phonics is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily/weekly basis.

Children are tracked rigorously in phonics. Children who do not reach the required standard at the end of Year One all receive

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bespoke intervention using Read, Write, Inc. Fast Track Phonics materials.

Modelled Reading

Modelled reading (reading to or reading aloud) involves our children listening to a text read aloud by the teacher. The teacher models skilled reading behaviour, enjoyment and interest in a range of different styles of writing and types of text. As well as demonstrating fluent and expressive reading, teachers can also model the comprehension of unfamiliar or complex vocabulary and talk through their thought processes when comprehending a text. Similarly, analysis of the composition of the pages, use of visuals, and elements of the text structure can also be highlighted and discussed. This all occurs in an authentic literacy experience, where modelling of texts for pleasure can stimulate thinking and motivate our children to read. Every day the children listen to a poem at the beginning of the day and a story, read by the class teacher, at the end of the day. Teachers model reading in English lessons and across the curriculum.

Shared Reading

Shared Reading is an interactive reading experience when our children join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. It provides our struggling readers with the support they need to learn how to read on their own. It ensures all of the children feel successful because the teachers are providing support for the whole group.

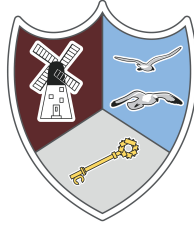
Reciprocal Reading

Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) enabling our children to improve their reading comprehension. Teachers will model reciprocal reading and will also use it when working with a guided group. Each class has a minimum of 30 minutes discreet reading lesson four times a week. During this time teachers can choose to do a whole class reciprocal read or a guided session with a smaller group of children.

Vocabulary

Vocabulary development is a key focus. Twice a week each year group is explicitly taught two words of the week. Children are taught to collect words from texts they have read to use in their own writing.

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Home Reading

Early readers read books which match the stage they are at in their phonics.

We use accelerated reader. Children complete a quiz once they have read a text. Millionaire readers are celebrated in school. Children record what they have read in their home reading record.

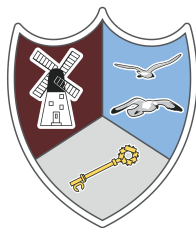
Interventions

Lexia, Monster Reading, Nessy and IDL are used to support identified children. Each class has a group of target readers who have additional one to one or guided reading sessions.

Impact

Children will demonstrate that they can use their phonics knowledge to decode and blend for reading. They will have an understanding of the correct terminology e.g phoneme, digraph e.t.c. The reading book the child takes home is closely matched to their phonics attainment. Reading judgements are secured through teacher observations during day to day reading and the careful analysis of test data. Our summative data comes from Year One phonics test, SATs, Accelerated Reader and GL assessment. Pupil voice demonstrates positive attitudes towards reading.

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