



## Reading

### INTENT

Reading is one of the most important skills we will teach your child so is a **top priority** at Perryfields. Reading provides 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 ambition is for pupils to become **fluent, curious and attentive readers** with a habit of reading widely. We are committed to not only providing a stimulating, personalised and progressive reading curriculum in English lessons, but in the wider curriculum too.









There is general agreement in the world of education that the ultimate goal of reading is to **gain meaning and understanding**. We explicitly teach children the skills necessary to become a fluent reader as well as actively encouraging children to understand the deeper meaning of texts. We implement this through guided reading lessons, where pupils are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. We want our children to see this as much more than just answering questions about texts, but opportunities for discussion, self-reflection and understanding.

### IMPLEMENTATION

At Perryfields, we use a synthetic phonics programme called **'Read Write Inc'** produced by Ruth Miskin. Teacher and school expectations are high for all children regardless of background. A 'can-do' ethos permeates all our teaching and there is confidence that teaching the RWI programme will ensure success.

When pupils arrive at our school, we use RWI assessments as an evaluation that identifies mastered and missing phonics skills for early readers. Using this **baseline assessment**, teachers determine where to begin instruction and intervention through Fast Track RWI phonics. Phonics sessions are taught daily on a 1:1 basis. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. When pupils graduate from the RWI program, children select from leveled Rapid Reading or Project X texts.

Our guided reading sessions are structured through the use of **'Reading Gems'**. Reading Gems are statements that break down the approach to reading into aspects in which children should become skilled. They will help to ensure that our children develop a clear understanding of the different aspects of reading. Children take part in pre-reading tasks and a varied range of activities linked to a specific single skill focus each week and complete a multi skill focus each week to ensure that they are continually exposed to the full range of reading skills.

Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response	Open-ended response	
		10-30%			40-60%		20-40%

We place great value on **reading for pleasure** at Perryfields and ensure that each child reads, and is read to, every day. We take pride in our **school library** and pupils visit this space daily to explore new texts, read child-friendly newspapers and enjoy a story in a quiet place. We recently launched our Julia Donaldson room, which has been well-used as a reading nook and we have a wide range of reading books in every classroom. In

addition, each classroom has a selection of books which are directly linked to the class topic. This offers opportunities for pupils to apply their reading skills across the curriculum. Our school is situated within a 1 minute walk of the local library and all classes enjoy regular visits and take books out. We venture to the city library, the Hive, once a half term. In addition, Pupils take appropriate texts home to read with their parents.

### **IMPACT**

Through the teaching of systematic phonics, our aim is for children to become **fluent readers who can segment and blend with confidence**. By the time the children reach the end of our reading curriculum, they will have experienced a rich variety of high-quality literature in order to have moved from **learning to read to reading to learn**. They will be able to read fluently and understand well what they read.

When appropriate, attainment in reading is measured using the statutory assessments at the end of Key Stage 1 and 2. In addition, attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, 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. Children are encouraged to develop their own love of genres and authors and embrace reading as the key to a magical world.