

Every Child a Leader - Every Chance taken - Every Day Counts
Subject : Reading



Intent	Implementation	Impact
<p>Reading for pleasure is the single biggest factor in success later in life, outside of an education. That is why we want all of our children to leave James Elliman as fluent readers, with a love for reading which will continue to develop in secondary school and beyond. Reading is a fundamental skill, which enables children to access all areas of learning, ensuring they can make progress and succeed not just at school but also in life.</p> <p>Knowledge Alongside reading for pleasure, children will develop the ability to use their reading skills to research and gather new knowledge and understanding thus opening up their worldview. It is our intention that all teachers and students see themselves as readers and develop a love for reading. Inclusivity Every year group lending libraries have a fully diverse selection of texts so that the children in our school, and the makeup of the community is reflected. We believe all children have the ability to read and develop a love for reading.</p> <p>Enrichment Enrichment opportunities further reinforce the value of reading, such as World Book Week, author workshops and parent reading sessions.</p> <p>Vocabulary Through reading, vocabulary will be built. Children are provided with lots of speaking and listening opportunities to develop fluency in using vocabulary, not only in reading lessons, but across the curriculum. Extracts used to teach reading are a range of genres. Genres are revisited, with a focus on traditional stories in Early Years to secure knowledge of story structures, building up progressively to more complex texts throughout the Key Stages. Children are closely monitored to ensure that they keep up from the start and support is put in place for those who require it.</p>	<p>Learning to read starts in EYFS through a shared love for reading, storytelling, rhymes and songs, a text rich environment and a robust synthetic phonics scheme. All children are supported at their level to complete the programme of decoding.</p> <p>Comprehension in reading is taught through discussions and the use of extracts from high-quality texts across a range of genres both fiction and non-fiction. Scofield and Sims Complete Comprehension is the scheme we follow. We deliberately use extracts to teach reading, as our children will be exposed to a large number of texts. Reading instruction adopts conversations and discussion to develop student's comprehension and deepen understanding of the texts. Children are encouraged to use evidence from the text to justify their thoughts, opinions and ideas</p> <p>Reading lessons involve teaching knowledge and also the content domains so that students can then apply these in their own independent reading.</p> <p>Vocabulary is explored before the texts are studied in detail.</p> <p>Teachers share a novel with their class. Reading is modelled and the text is discussed.</p> <p>All year groups and classroom have a dedicated class author and student conduct author studies. Reading is celebrated across the curriculum.</p>	<p>Children can read fluently by the end of Key Stage 1, enabling them to fully access learning at Key Stage 2 and beyond.</p> <p>Reading is assessed in the following ways: Statutory Assessment</p> <ul style="list-style-type: none"> ● Year 1: Children take part in the Phonics Screening check. ● Year 2: Children are assessed in Reading as part of the end of Key Stage 1 SATs. ● Year 6: Children are formally assessed in Reading as part of the end of Key Stage 2 SATs. 2. <p>In School Assessments monitor and track progress.</p> <p>Children in Year 1 and above undertake termly assessments using reading tests. Progress is measured using standardised scores.</p> <p>Informal assessments are on-going daily. Children who require phonics success are a focus beyond the Year 1 screening test.</p> <p>Teachers continuously assess children's attainment and progress during individual and whole class reading sessions.</p>

