How We Teach Reading at Martlesham Primary Academy



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# Reading Intent

*English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.* National Curriculum (2014)

The 2014 National Curriculum for reading aims to ensure that:

‘*all children must be encouraged to read widely across both fiction, poetry, playscripts and non-fiction to develop their knowledge of themselves and the world I which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.’*

At Martlesham Primary Academy (MPA), we recognise that reading is both a key skill within school, and a life skill to be utilised through everyday experiences and therefore high-quality literature is at the heart of all learning. We aim to improve the life chances of our children by ensuring that every child has access to quality experiences of literacy and that all staff have the knowledge and resources to support children to become fluent, confident, happy and enthusiastic readers and writers who can contribute to discussions through speaking and listening carefully. We aim to prepare children for life after school and tackle social disadvantage; planning to enhance children’s cultural capital through our English lessons.

Reading Implementation:

* Daily phonics for EYFS to year 2 using Little Wandle our chosen SSP. Some identified children will also receive daily Rapid Catch up and SEND phonics.
* Daily shared reading sessions using a high-quality whole class text. Teachers use VIPERS (vocabulary, Inference, Prediction, Explain, Retrieval and Summarise) to teach comprehension skills. Children also continue to develop their reading fluency and pace, building upon their phonics knowledge and skills.
* Each classroom has a themed reading area which is changed termly.
* Children complete PixL speed reads, regularly, to develop fluency and reading stamina.
* Children are given opportunities to read to a reading ambassador each week
* Pupils are encouraged to read widely, through our use of differing class texts, reading areas and high-quality attractive books in classrooms.
* Teachers have pleasure for reading timetabled each week.
* Teachers read aloud to their class at the end of each day using books from Pie Corbett’s reading spine.
* Encouragement for the use of home-school reading diary and rewarding regular reading through half-termly reading badges.
* Regular parent/carer phonic sessions aimed at EYFS and KS1, to teach how they can support their child with early reading.
* The library provides a quiet environment for children to develop their enjoyment of a range of reading materials and to promote care and respect for books.
* Reading shed in the playground to encourage reading for pleasure at playtimes.
* Regular reading volunteers listen to the lowest 20%.
* Closely matched phonics books sent home in EYFS-Year 2 and other children that need it.
* In EYFS- Year 2. 3 extra reads focusing on: Decoding, Prosody and Comprehension.
* Participation in reading days- World Book Day and Pyjamarama day.

# Daily Reading Lesson Structure (20 Minutes)

Shared reading- See Vipers year group progression grids which are matched to NC reading progression document.

Each child has a copy of the book to read along to.

Lessons include a mixture of echo and chorus reading.

Phonics lessons follow Little Wandle lesson structure- Revisit, review, practise and apply.

EYFS- Year 1- 3x shared reading- decode, prosody and comprehension.

# Common Exception/Statutory Words

EYFS- Year 2 taught through daily phonics lessons.

KS2 taught through whole class shared reading.

# Impact - How we assess Reading?

Our aim at MPA is to ensure every child can read age-appropriate books by the end of Key Stage 2 as well as having a thirst of reading. We are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and aim to make our assessment purposeful, allowing us to adapt learning to the needs to the pupils, thus benefiting the pupils and ensuring progress. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and the readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenge through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Assessment is carried out on four levels:

* Formative assessments take place on a daily and weekly basis, enabling teachers to be sure children are understanding new concepts before moving on. They also inform future planning and provide support and challenge where necessary.
* Summative assessments are carried out termly. The purpose of these assessments is to review and record the progress the pupils have made, measured against school and national targets. This is done by drawing on class records of key objectives and any supplementary notes that have been made, as well as through the use of termly PIXL tests and old SATs paper. All data is analysed by senior management, the English leader and the class teacher to support gaps analysis and progress judgements.
* Teachers formally assess pupils at four different stages throughout the year on O-Track, where they are identified as ‘Working Towards’, ‘Expected’ or ‘Working at Greater Depth’ for their age-related expectations. Teachers can also assess the children as working within the objectives of a prior year group if this is required.
* At the end of Key Stage 1 and Key Stage 2, each pupil’s level of achievement against national standards is included as part of their annual written report.

Statutory Assessments:

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.