



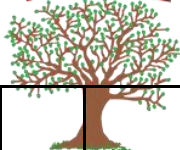
Reading – Intent, Implementation, Impact

		ASPIRE	
Intent	<p>At Tweeddale Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through <i>Little Wandle Letters and Sounds Revised</i>, which is a systematic and synthetic phonics programme. Reading lies at the heart of the curriculum at Tweeddale. We are dedicated to enabling our pupils to become engaged, able, confident readers and we believe reading is key for academic success. We are committed to promoting a love of reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too, as reading is fundamental in ensuring children achieve and it can inspire them in so many ways. We aim to instil in all our children a love of reading, by balancing ambitious reading goals with enjoyment of books and other texts. We believe that children who read regularly will go on to become enthusiastic lifelong readers and learners.</p>		
Implementation	What	KS1	KS2
		<p>Year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can:</p> <ul style="list-style-type: none"> • sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge • learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. • understand that the letter(s) on the page represent the sounds in spoken words should underpin pupils’ reading and spelling of all words. This includes common words containing unusual GPCs. • pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. <p>Year 2 pupils should be able to:</p> <ul style="list-style-type: none"> • read all common graphemes. • read unfamiliar words containing these graphemes, accurately and without undue hesitation, • They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, 	<p>Year 3/4, pupils should be able to:</p> <ul style="list-style-type: none"> • read books written at an age-appropriate interest level. • to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. • decode most new words outside their spoken vocabulary, making a good approximation to the word’s pronunciation. • develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. • develop their knowledge and skills in reading non-fiction about a wide range of subjects. • They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. <p>Year 5/6, pupils should be able to:</p> <ul style="list-style-type: none"> • Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.



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	<p>stop, or dream], without needing to blend the sounds out loud first.</p> <ul style="list-style-type: none"> • Pupils’ reading of common exception should be secure. • Pupils will increase their fluency by being able to read these words easily and automatically. • pupils should be able to retell some familiar stories that have been read to and discussed with them • focus on establishing pupils’ accurate and speedy word-reading skills. • pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books 	<ul style="list-style-type: none"> • read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity • prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. • reading widely and frequently, outside as well as in school, for pleasure and information. • read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How</p>	<p>Daily phonics lessons in Reception and Year 1 We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching to help children become fluent readers.</p> <p>Teaching reading: Reading practice sessions three times a week We teach children to read through reading practice sessions three times a week. These:</p> <ul style="list-style-type: none"> • are taught by a fully trained adult to small groups of approximately six children • use books matched to the children’s secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of ‘Application of phonics to reading’. • are monitored by the class teacher on a regular basis. <p>Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:</p> <ul style="list-style-type: none"> • decoding • prosody: teaching children to read with understanding and expression • comprehension: teaching children to understand the text. <p>(See phonics and early reading policy for more detail)</p>	



Key Knowledge/Skills	<p>Whole class Reading Lessons; Year 2 and Key Stage 2 All children are taught specific reading lessons; this is in addition to their English lessons. The purpose of this is to teach the ten active reading skills required to become the confident, fluent readers with excellent understanding, which we aim for. These active reading skills include: skimming, scanning, predicting, inferring and summarising. As with phonics, we work hard to ensure that these lessons are engaging and enjoyable, using quality texts to inspire and motivate the children.</p>		
	KS1	KS2	
	<ul style="list-style-type: none"> • Decoding/blending of over 40 phonemes • Accurately reading words of 2 or more syllables • Reading most common exception words • Prosody and fluency to be able to read age-appropriate texts on sight without relying on decoding and blending • Retrieve information from the text to answer retrieval questions and make simple inferences if a text is read aloud 	<ul style="list-style-type: none"> • Retrieval based on longer passages of text • Inference, giving reasons for an answer, including using the text to make predictions • Ability to comment on an author’s vocabulary choices and to work out the meaning of new words from the context • Summarising an extended piece of text into a shorter precis version • Comparing and contrasting across and between texts, including those by the same author or on a similar theme 	
Assessment	<p>At the end of each half term, teachers use the school’s assessment sheets for each child to identify the child as a reader, word reading and decoding, comprehension, oracy and reading. This is used to inform the summative assessments which are recorded on Bromcom (Management Information Software) at the end of each term. If children are keeping up with the curriculum, they are deemed to be making good progress. At the end of the summer term the assessment sheets are passed to the next classes to inform the following teachers of understanding so this can be further embedded; or to inform about gaps so that planning can be adjusted accordingly to ensure further teaching takes place to ensure children meet the learning requirement. At the end of each year and Key Stage, teachers assess and record children’s progress and attainment in line with the National Curriculum standards as either ‘working at the expected standard’ or ‘working towards the expected standard’. Some children might be assessed as working at greater depth within the expected standard.</p>		
Impact	Quality of Education	Behaviour and Attitudes	Personal Development
	<p>Our Reading curriculum ensures children progress in skills, knowledge and vocabulary. Children are provided with a range of books from different genres.</p>	<p>Pupils are excited about reading and engage in activities with enthusiasm whilst demonstrating good self-control.</p>	<p>At their time at Tweeddale children are given ample opportunities to read for learning and pleasure. They are given a choice from a wide selection of books that cover many topics.</p>