

Intent

Reading is the driving force behind all learning and opens doors to new worlds and possibilities. Our reading curriculum inspires and encourages children to become life long readers, who love and share a range of texts and genres from classics to comics. We aim to develop this throughout the curriculum by providing access to a varied spectrum of texts that challenge and galvanise children's joy of reading.

We intend to do this by:

- *Ensuring our children have access to a high quality texts with regular opportunities for taught and independent reading.
- *Creating an environment where reading is celebrated and encouraged across all areas of school.
- *Increasing children's confidence with reading and encouraging children to sample a wide range of books and texts.
- *Focusing on word recognition, comprehension and inference to develop fluency and deepen understanding of the written word.

Implementation

*Long, medium and short term planning is progressive and focused on developing key reading skills and strategies.

*Provide quality first teaching in line with the teaching standards.

*Reading will provide access to a range of materials, genres and themes to extend and enrich children's knowledge of the world around them.

*Children will be allowed to extend their learning through quality questioning and discussion. Discussion skills will be developed to deepen children's knowledge and ability to communicate.

*All teachers:

1. Teachers gauge the reading levels of their children using formative and summative assessment adapt their lessons and texts to meet their children's needs.

1. 'Understand where their children need to be' through a secure understanding of year group expectations and/or pre key stage expectations and incisive, ongoing, formative assessment.

3. 'Know how they are going to get them there' through the use of a range of strategies to promote independence, mastery and high expectations of ALL.4. Plan for progression during and between lessons.

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Impact

To measure impact we will ask:

What impact has the implementation had on:

- *Reading fluency and accuracy.
- *Use of broad vocabulary in oral and written sentences.
- *The ability to find and retrieve information effectively and accurately from a range of materials.
- *The ability to make inferences both implied and suggested about characters and events.
- *A reading culture—children's excitement and desire to engage with reading materials.
- *Discussion - children's willingness, participation and openness in discussions around what they have read.

This will be assessed through assessment, tracking, pupil progress meetings, performance management, moderation and standardisation.

Our priorities to improve Reading are:

- *LTP that are cohesive and build across year groups.
- *MTP that allow for progression
- *Provide opportunities to revisit and rehearse learning and skills.
- * Access to and regular reading of a wide range of texts
- *Create a vocabulary rich environment
- * Accelerate progress for all underachieving children

In a Reading lesson at TLEA, you will see:

- *Lesson which are well paced - "teacher talk" is limited.
- *Lessons which are open forums for idea generation and discussion.
- *Access to wide ranging material across the spectrum of the curriculum and current affairs.
- *A climate for learning that is calm and engaging
- *Access to additional resources to promote independence.
- *Misconceptions being anticipated and addressed

Reading In A Nutshell

Our Non Negotiable:

- *Learning intentions are used in EVERY lesson to show clear outcomes.
- *Regular marking and feedback given where appropriate
- *MTP are completed and put on staff shared by the last day (working day) of the previous term.
- *Daily lesson planning is passed on AT LEAST the night before so it can be adapted.
- *Differentiated work will be available for those working above and below ARE.

How we identify and tackle children's misconceptions and underperformance:

- *Planning will take into account previous learning and is assessed at the beginning of each unit—See school Science progression doc.
- *Work is assessed at the end of every session and differentiated for the next session appropriately.
- *Focus group identified prior to each lesson.
- *Additional 1:1 reading and support where appropriate and available.

What we do to assess our children:

- *AFL within lessons is effective and is used to inform subsequent lessons
- *Target Tracker is updated at regular intervals - monitor progress
- *Accelerated reader data is accessed and utilised to inform gaps in learning.
- *Pupil Progress meeting identify core groups
- *Formal assessment data drop x3