



## **Dishforth Airfield Primary School: Reading Intent, Implementation and Impact**

**At Dishforth Airfield we believe that English underpins everything. The ability to read and write is integral to being able to access the wider curriculum.**

We want our children to be able to harness the power of the spoken and written word and use it to their advantage. Through carefully planned learning opportunities we teach children to express themselves imaginatively and to communicate effectively. In doing this we hope that children will begin to develop a love of language in all its forms. We foster a love of reading through engaging whole class shared texts which spark interesting and creative writing opportunities. We then use these writing opportunities to teach the more technical components of spelling, handwriting, punctuation and grammar.

Through our teaching we want children to become fluent readers, good listeners and willing writers but most of all we want our children to have a voice in the world.

Through our teaching in English our intent is for all children is - knowing more, remembering more and understanding more.

### **Key features of our English curriculum:**

- High expectations for every child
- Focus on oracy and developing spoken language
- Phonics comes first when teaching early reading
- Whole class reading with engaging texts for each age group.
- Carefully planned writing opportunities covering a range of genres
- Clear purpose and audience for writing

## **English - Reading**

### **Intent – to grow excellent readers for the future**

At Dishforth Airfield Primary School we encourage all children to develop a life-long love of reading. All children are exposed to, and study high quality shared texts. These texts are often used as a spring board to interesting and creative writing opportunities which support learning in the wider curriculum. Children are encouraged to develop a love of reading for pleasure,

### **Implementation**

#### **EYFS**

Children in EYFS are taught following the Early Years Foundation Stage Framework. Children are taught through daily whole class reading sessions, sharing carefully chosen texts daily, Read Write inc phonics sessions and through individual reading times. Continuous and enhanced literacy provision activities are carefully planned in all areas of the classroom for children to practise and consolidate learning. All children listen to books with an adult daily to ensure they experience a range of genres and to develop a love of listening to stories and language.

In Key Stage 1 and Key Stage 2 the National Curriculum is followed.

In Key Stage 1 children continue to learn phonics through daily Read write Inc sessions (40 mins) High quality texts are used as a spring board to writing in daily English lessons.

In Key Stage 2 reading skills are taught in a daily Whole Class Guided Reading session (40 mins). SPAG and writing are taught daily in English lessons. Children are exposed to a range of high-quality texts through Whole Class Guided Reading. These texts are sometimes used as a spring-board to stimulate high quality writing outcomes. Children are also given plenty of opportunities to practise their reading and writing skills in other areas of the curriculum.

In Key Stage 2 the following Whole Class Guided Reading lesson format is followed:

## **Prepare**

Pre Reading

- Pre-teach cultural/historical/geographical context
- Use illustrations or other images to talk about context, or about themes, characters and settings
- Make predictions from (closely-read) fragments or from the title
- Discuss questions or statements about related topics/themes/issues/feelings/dilemmas...
- Close eyes and imagine.....
- Research...
- Share personal anecdotes about...
- Brainstorm a topic or idea

## **Prepare**

Vocabulary Check

- Teacher informs children of unfamiliar vocabulary
- Pre-teach selected Tier 2 and Tier 3 vocabulary

## **Read**

Teacher models reading

- Read aloud to pupils
- Modelling comprehension
- Modelling fluency

## **Read**

Children read

- Pupils read silently
- Pupils read in pairs/small groups/choral reading
- Discuss questions
- Check understanding
- Explain, clarify and work with vocabulary

## **Quick Start**

Retrieval quiz

- Questions about words' or details' effects
- Find a(nother) detail which...
- Find quotations to match ideas
- Find a word/phrase which makes \_\_\_\_ seem...
- Allocate small chunks of the text to pairs/groups, to answer questions on and to talk about to rest of the class
- Pick out favourite/most effective/most interesting word/phrase/line. Explain.

## **Questioning Strategies**

VIPERS

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise

All classes have a daily story time.

**Free Readers** – children who have progressed off the reading scheme in KS2 are encouraged to select high quality texts from our class libraries. A selection of texts have been purchased for Year 3 and 4 class and Year 5 and 6 class, written by a diverse range of classic and contemporary authors covering a range of genres. Children are encouraged to record their personal views of these books.

### **Planning**

**Medium Term unit Plans:** *These plans provide an overview of the learning objectives and outcomes being taught each half term. It identifies key vocabulary to be taught and how the learning objective will be successfully taught to all pupils in each lesson.*

**Lesson plans** are formulated from the medium-term unit plans

### **Resources**

- *Each class has a range of resources to support learning. These are easily accessible for the children so that they can lead their own learning.*
- *EYFS and KS1 have Read Write Inc Books for Bags reading scheme books accessible in their classroom. KS2 Reading Scheme books are found in the shared area.*
- *Read Write Inc Phonics materials are stored in EYFS*
- *In KS1 and KS2 a range of resources are used to support grammar and spelling teaching*
- *A range of ICT software to support learning including Clicker to support composition and sentence structure.*
- *Whole class sets of books are available for whole class reading.*

### **Impact**

*The impact of our approach to teaching reading is measured through regular assessment.*

### **Assessment**

*Assessment in English takes place throughout lessons. Teachers listen carefully, observe, ask questions and review learning undertaken as part of their independent task. Within lessons, teachers are quick to identify any child who may need further support to develop the skills and knowledge necessary to achieve the lesson's learning objective. Misconceptions are identified and addressed rapidly to ensure children made good progress. Teachers have a good understanding in the progression of skills and knowledge in English and can use this knowledge confidently to extend and challenge high attaining pupils.*

### **EYFS**

*Assessment of children's progress to the Early Learning Goal in reading and writing is made termly and is regularly reviewed and next steps are identified. Attainment is noted using photographs and observational notes. Progress is recorded in each child's Learning Journey and the next steps to be taken are identified. Statutory assessments are made at the end of EYFS.*

### **Key Stage 1&2**

*Formative assessments are made during each English lesson. Teachers review children's learning against the lesson's learning objective using evidence from questioning, observations and children's independent learning task. This formative assessment is used to inform further planning, identifying next steps in learning and identify children who require further support and challenge.*

*Summative assessments are made at the end of each term to monitor children's knowledge and understanding of concepts taught.*

*Summative assessments, including (but not limited to) PIRA reading tests are used termly in all year groups from 1 – 6.*

*Progress is discussed at termly 'Pupil Progress Meetings' and focus children are indicated.*

*Statutory assessments are made at the end of each key stage.*

**By the time our children leave the school they will be confident, independent and enthusiastic readers who recognise how reading impacts on people's lives.**

Our children will know more, remember more and understand more about the English language, enabling them to -

Develop a lifelong love of reading

Use reading skills as a key tool to support themselves in independent reading across the curriculum

Develop their speaking and listening skills through participation in detailed discussions about texts and performance

Use knowledge, skills and understanding of reading to support themselves with learning across the curriculum