

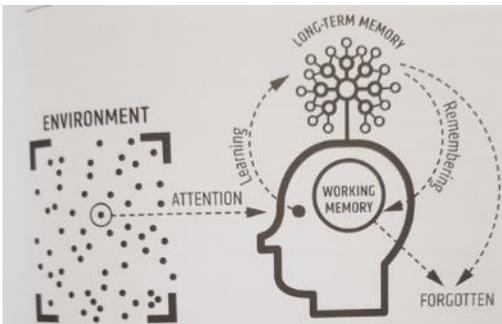


## Reading Curriculum Delivery Document

<p><b>Intent</b></p>	<p>At Ash Grove, we place a high priority on teaching pupils to read and also teaching our pupils to love reading. We recognise that reading is the key that can unlock learning in other subjects and that low attaining readers often do not perform well in other areas the curriculum.</p> <p>With this in mind, we intend to create a high quality reading environment from Nursery through to Year 6. There is a high emphasis on developing pupil's vocabulary and immersing them in books of different styles and genres. Our pupils read everyday, either as part of their phonics or guided reading lessons and just as importantly, they are read to everyday by their teacher. We follow the EYFS Framework and KS1 and KS2 national curriculum for reading. Year group skills are set out in the reading progression document and this is used to plan daily guided reading sessions</p> <p>The phonics element of reading is planned for using the Read Write Inc Programme. We aim for all children to be fluent age appropriate readers by the end of KS1. KS2 continue this reading journey, with daily guided reading sessions. These lessons focus on developing children's comprehension skills and gives them opportunities to read a wider range of texts. Reading is assessed through regular phonic checks in KS1 and ongoing, daily assessments as the children read in guided reading lessons. We also provide extra reading support for those children who benefit from reading aloud to an adult every day. The school day is ended with a whole class story to ensure all children listen to an adult reading aloud to them.</p> <p>We celebrate reading and children are rewarded for showing good reading attitudes and reading at home. We use The Power of Reading to choose high quality books to read to pupils and this is at the core of our English curriculum, children experience quality texts and use this as a stimulus for writing. This allows us to expose the children to books which they may not otherwise read or are not able to read themselves. This means that we can widen our children's vocabulary through carefully chosen books.</p> <p>Our library is used for cross curricular reading and enjoyment and we have good links with our local library. We intend every child to leave Ash Grove as a fluent reader, with age appropriate reading skills and an understanding of the value and joy of books.</p>
<p><b>Implementation</b></p>	<p>Phonics follows the RWI programme. Each lesson starts with a recap and review of previously learnt sounds and words. The new learning is introduced in small steps with teacher modelling pronunciation, blending for reading and segmenting for spelling. Children are guided through the whole session with opportunities to apply the learning independently. The programme follows a plan that builds up children's phonic knowledge in a sequential manner at a good pace so that children achieve age appropriate reading skills quickly.</p> <p>Guided Reading lessons also begin with a recap and review of previous learning. There is always a recap of key and new vocabulary. Each lesson focusses on key reading skills and the teacher models these throughout the lesson giving children the opportunity to use the skills independently to answer pre-prepared questions. Through the week, children read the same text to build fluency (pace and accuracy).</p>
<p><b>Impact</b></p>	<p>Pupils are able to decode and read unfamiliar age appropriate words. They can ask and answer questions about what they have read. Pupils read widely across subjects in school and they also read for pleasure, showing an interest in books.</p>

For detailed breakdown of this, please refer to the Intent, implementation and impact document.

**How do we ensure that knowledge gained is transferred from working memory into long term memory?** Staff in school have based their strategies on Rosenshine's principles in action (bridging research and classroom practice):



What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

Strategies identified	What do we expect to see in our Reading lessons?
<b>Daily review</b>	Phonics lessons start with a review of previously learnt sounds and in guided reading, teachers recap any vocabulary needed along with any other appropriate recaps of key skills.
<b>Present new materials using small steps</b>	Teachers introduce new learning in small steps. They break all material down into achievable, repeatable steps to build children's confidence, competence and retention. This is done by teaching one sound at a time in phonics and one skill at a time in guided reading.
<b>Ask questions</b>	Asking questions is essential to check children are understanding what they have read. Teachers ask a range of questions based on the reading skill they are focussing on. A range of question stems are used to challenge children.
<b>Provide models</b>	The teacher models the reading skill first. For example, skimming and scanning to find a key word on a page, or how to infer based on the clues given in a text. In phonics, the teacher always models the pronunciation of sounds and how to blend and segment.
<b>Guide student practice</b>	In both phonics and guided reading, pupils are given the opportunity to have a go along with the teacher. There is opportunity for discussion. For example, discussing which answer is best when completing a comprehension task.
<b>Check for student understanding</b>	Guided reading and phonics are led by the teacher so assessment for learning is instant and helps teachers to scaffold or challenge the children during the lesson or ready for the next lesson.
<b>Obtain a high success rate</b>	In phonics, children learn sounds split into sets. Teachers move the children on once they have mastered a set. In Guided Reading, children get instant feedback and the teacher can adapt the session to make sure children master a particular reading skill. Skills are constantly revisited and revised over time to ensure that children achieve age expected skills.
<b>Provide scaffolds for difficult tasks</b>	The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks. For example, children may progress from high levels of adult support and resourcing to them becoming more proficient to independently undertake tasks. For example, in guided reading a teacher may be more specific about where to look for an answer or give the children the key word they should look for. Eventually, this level of support won't be needed. In phonics, for example, children move from 'Fred Talk' to 'Fred in your head'.
<b>Independent practice</b>	Children should have the opportunity to practice regularly and independently to transfer the knowledge into their long-term memory. We make sure all pupils read daily and home reading books are matched carefully to the child's phonic level so that they can experience a high level of success.
<b>Weekly and Monthly Review</b>	Pupils are reading everyday and so reviews are daily. More formal reviews take place in the form of phonic checks and Salford Reading test to gain a reading age. A more summative Pira test is also done.

