

SUBJECT ON A PAGE

READING

At Green Ridge, our aim is to develop a love for reading and ensure all pupils become confident, competent, and enthusiastic readers. The school recognises that reading is a fundamental skill and a gateway to further learning across the curriculum. The focus is on building a reading culture that fosters a lifelong passion for books and instills in pupils the ability to comprehend, analyse, and interpret a wide range of texts.



Intent – what we aim to do



To develop a love of books and reading



To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts



To read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT



To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment



To deliver a structured and consistent whole school approach to reading



To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading



To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage



Implementation – how do we achieve our aims?

At Green Ridge, children are taught to read using the SSP Little Wandle. This daily scheme is consistently implemented from the earliest stages, establishing a strong foundation. From Reception to Year 6, our commitment to reading skills continues with daily 30-minute sessions. These sessions expose children to a rich variety of high-quality texts, encompassing fiction, non-fiction, and poetry. Aligned with the national curriculum, our approach ensures comprehensive coverage of reading domains, emphasising vocabulary development and fluency in focused sessions.

Planning/ Sequencing



At Green Ridge the literary journey takes place through our meticulously crafted reading curriculum, where each book in our carefully curated reading spine is thoughtfully selected to align seamlessly with one of the six core elements. We believe in the power of revisiting and building upon reading domains, fostering a dynamic and comprehensive approach to literacy. Our lessons are designed to incorporate expert teaching models and strategies, ensuring the development of fluency. The aim is to cultivate a love for reading as we guide children through a strategic and engaging exploration of literature, fostering not only literacy skills but a lifelong appreciation for reading.

Reading Domains

KS1:

1a draw on knowledge of vocabulary to understand texts
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information

1c identify and explain the sequences of events in texts

1d make inferences from the text

1e predict what might happen on the basis of what has been read so far

KS2:

2a Give/explain the meaning of words in context

2b retrieve and record information/ identify key details from fiction and non-fiction

2c summarise main ideas from more than one paragraph

2d make inferences from the text/ explain and justify inferences with evidence from the text

2e predict what might happen from details stated or implied

2f identify/explain how information/ narrative content is related and contributes to meaning as a whole

2g identify/explain how meaning is enhanced through choice of words and phrases

2h make comparisons within a text



Implementation – (continued)

Structure of a lesson



Lessons are timetabled daily. Children will record their learning, where appropriate in a separate Reading Skills book, which will be marked (see marking policy). When suitable, next steps should be included within lessons, so children have opportunities to progress within their learning, based on teachers' marking.

Visitors

Throughout the year there are several events that serve to promote a love of reading. There are two theatre productions that perform to the whole school as well as a visiting author or poem.

Library

The children will visit the library once a fortnight. During this time, they will be able to browse, read books and select a book to take home. In addition to this the children will read and discuss a book from the current library theme. The themes cover disabilities, black history month, sustainability, inspirational women, local history and diversity. Throughout book week in Spring there are a range of parent library sessions timetabled where parents/carers can come and join their child to read and enjoy books.



2 min – next steps/review



3 min – Vocabulary



15 min – Teaching input including fluency



2 min – Guided practice



5 min – Independent application



3 min – Review of learning



Assessment

At Green Ridge, the assessment of reading involves a blend of formal assessments and teacher judgements, crafting a comprehensive view of each child's literary journey. For those navigating the phonics program, the Little Wandle assessment tool guides the selection of books, ensuring a seamless match with fluency. Post-phonics, the Collins reading fluency assessment is used, ensuring that every child carries home books perfectly attuned to their fluency. In tandem with teacher judgements, our commitment to a holistic understanding extends to the use of NTS reading assessments in order to capture the essence of each reader's progress.



SMSC + British Values

We aim to promote British Values and SMSC through our Reading curriculum:

- Reading allow pupils to question, debate and therefore create discussion about the wider world they live in.
- Pupils explore issues such as the tolerance of those with different faiths and beliefs,
- We teach pupils to respect and value diversity through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.
- Children are exposed to a range of genres, authors and opinions through the texts read.





Implementation – (continued)

Sustainability

In a bid to champion the school's sustainability project, at Green Ridge we proudly opt for second-hand books whenever possible. By doing so, we not only breathe new life into cherished texts but also reduce our ecological footprint, fostering a greener and more environmentally conscious academic community.

Retrieval Practice



Through both the starters to each lesson and the progression design of our chosen reading curriculum, children will encounter knowledge and skills repeatedly throughout their time at primary school. Each time a reading domain is revisited teachers will employ retrieval practice strategies to support children in moving knowledge to the long-term.

Adaptive Teaching



- As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application. Adaptations in reading might include :
 - Pre-teaching
 - Adapted resources
- Adapted expectation for recording
 - Vocabulary prompts
- Breaking down questions further

Phonics

We believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. Discrete phonics sessions happen daily.



Impact – how will we know we achieved our aims?



Children have a love of reading and can articulate their interests.



Children are curious and ask questions about what they have read.



Children have knowledge of a wide range of books and genres



Children can apply a range of reading skills in practice.



Children can articulate their thoughts and opinions about texts read.



Children are aware of the importance of reading in everyday life.



Children can use the language and vocabulary of reading.