

CARR MANOR
COMMUNITY SCHOOL



Reading Rationale



PARTNERS IN LEARNING



KNOW OUR CHILDREN WELL



ENJOY AND ACHIEVE



CHARACTER FOR LEARNING

Reading – Intention

Our aspiration for each of our children is based upon the need for them to leave our Primary Phase as literate individuals with a strong love of reading. We want our children to continue being passionate readers through into the Secondary Phase and beyond using reading to learn across the curriculum. We aim to ensure that all children have the chance to follow an enriching curriculum in both Primary and Secondary with a healthy reading diet planned in. Our curriculum follows through from Key Stage 2 into Key Stage 3 with a clear progression and with a consistency of language. In line with our values, we see learning as a partnership between school, the child and home. As with all our teaching and learning at Carr Manor, we use the principles of the Learning Line as an approach to teaching reading. Reading is given a high profile across Carr Manor Community School and prioritised by all staff.

We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. We aim to work closely with families, our Secondary Phase and peers across school to support reading development. Children with specific SEND will be identified and supported through support programmes in school and external help will be sought where necessary. We recognise that reading well is essential in tackling the effects of poverty on children (Read on, Get on. RSA) and aim to close these gaps in attainment.

As in all our subjects, we aim to develop children's Character for Learning. In reading, we aim to support children to become independent and motivated readers, who show determination and resilience in their reading, children who make good progress toward age-related expectations who are confident and self-reflective about their reading skills. Our readers are ambitious in their choices and committed to reading practice. They have a broad and varied reading diet at school which supports their Character for Learning.

There are three main elements of reading within the National Curriculum.

1. Word Reading
2. Comprehension
3. Reading for Pleasure

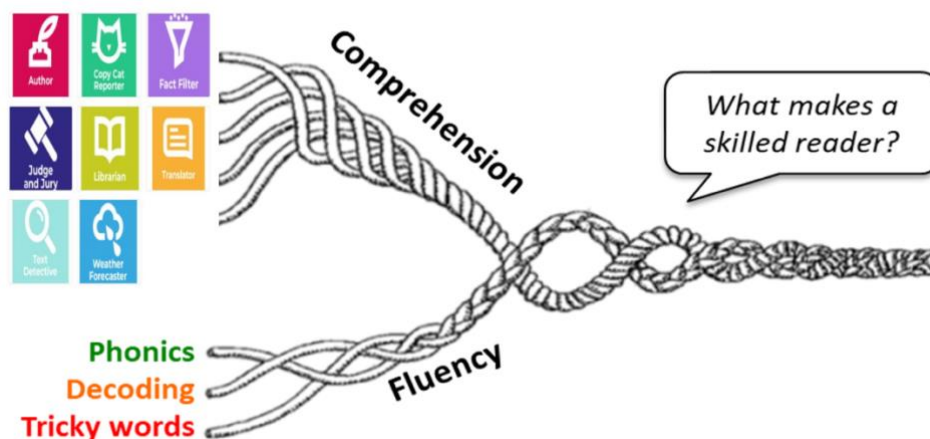
This is across both fiction and non-fiction.

Our curriculum aims to

- **Help all children enjoy and achieve in their reading**- help children develop a love of reading, create fluent readers who show good understanding across both fiction and non-fiction and read to learn as well as for pleasure. We use underlying principles of the Learning Line to support the teaching of reading.
- **Help all children develop their character for learning in reading** - develop readers who can use and apply their skills in all subjects to support their acquisition of knowledge and readers who understand the skills required to be a good reader.
- **Develop a partnership in learning** - Carr Manor Community School readers are regular readers who read in school and out of school.

Reading - Implementation

The teaching of reading must be carefully planned to meet the needs of all of our children. Across school there is a commonality of approach to the teaching of reading and regular CPD to support all staff in its delivery. Across school, literacy ambassadors support the development of literacy within each subject department. As with all learning at CMCS, we use the principles of the Learning Line to support lesson planning and delivery. Staff have an active voice in the monitoring of reading across school and are led by a team of middle managers in our Communications and Language team (CLL). Throughout school there is a consistency in the language used in teaching reading and skills taught.



Across the Primary Phase, reading may take place:

- During individual reading (1:1 reading with an adult, peer or volunteer in school)
- In whole class daily Reading Fluency
- QSR time (quality sustained reading)
- Reading EMA once per week
- Guided reading in small groups where appropriate
- Reading across the creative curriculum
- Home reading
- Coaching groups
- Children are also read stories from quality, age appropriate texts as part of their English curriculum
- Daily story time in each class from 3pm

In the Secondary Phase, reading may take place:

- During Coaching
- In lessons across the curriculum
- In our Middle Years Library as part of our Year 7, 8 and 9 reading cannon

Learning to Read

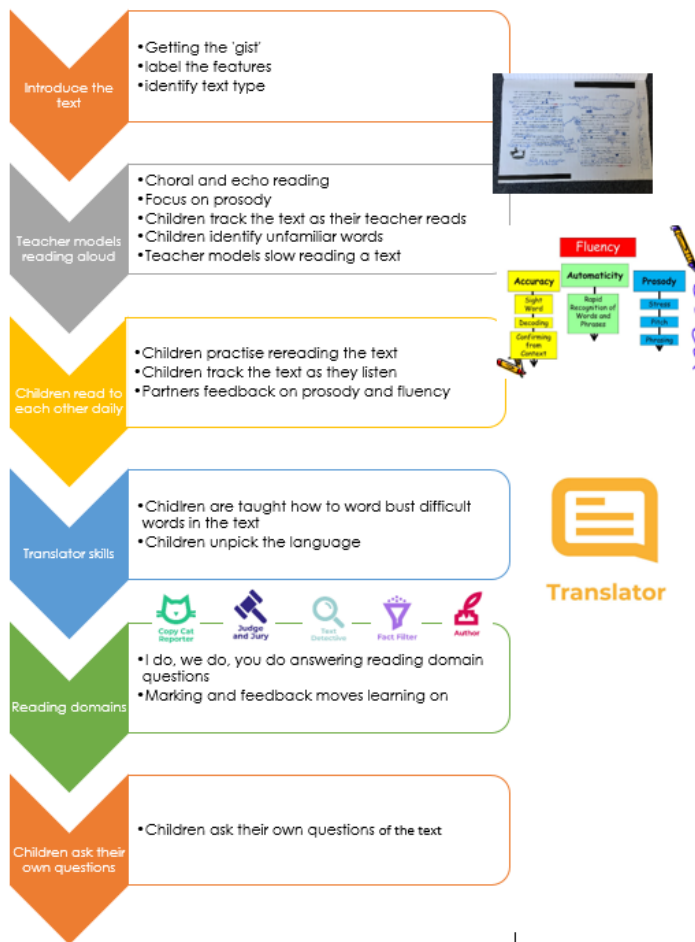
Across Key Stage 1 and Reception, phonics is taught daily from 1 – 1:30pm. Children are taught following the Twinkl SSP phonics scheme. Catch up phonics groups and phonics interventions are in place for children further up school with gaps in their phonics knowledge again using the Twinkl SSP. Communication with home is achieved through use of planners where there is a dialogue between home and school. Teachers record reading with a child in their reading folder. Children are taught to understand the skills involved in being a good reader to help develop their **Character for Learning**.

Reception

Prior to children starting with us at CMCS, the school ensures a smooth transition into school through home visits, Teddy Bear Stay and Plays, and communications with nurseries. Through this in-depth knowledge of the children before they start, staff are able to identify which children read with families at home and those who need further support and encouragement. In Reception, reading is taught through small group guided reading session. Books are sent home weekly from the Autumn term. There is a communication link with home through the school planners and teachers and staff record children's reading objectives and next steps in their planners as appropriate when a child is read with. Reading Fluency is introduced to Reception in the Summer term. There is daily story time at the end of the day in Reception where an adult reads to the class. English is taught through whole class quality texts.

Key Stage 1 and 2

At Carr Manor Community there is a whole school approach to the teaching of reading from Year 1 up to Year 6. Whilst reading skills are still taught through small guided reading sessions where appropriate, all classes teach daily whole class Reading Fluency. This is introduced to Reception class in the Summer term. There is a whole school approach and a consistency in language in Reading Fluency. Children are taught different decoding skills as well as skills within different reading domains. Children are taught how to use the reading domains across the curriculum. In Year 1, the text chosen is a phonetically decodable text which matches previously taught phonics sounds. In Year 2 and beyond, links are made where possible with our big learning questions and whole class texts. Through reading quality texts, children are taught how to read to become writers.



(Sequencing learning in Reading Fluency lessons)

From 3 – 3.15pm daily, all classes have a reading time. This is either for independent reading or for classes to be read to from a group story or book.

Children who are not read with regularly at home or who need to make accelerated progress in their reading, have regular reading with an adult in school. Links are made with our Secondary Phase children who come to support and read with children in the Primary Phase as well as external volunteers.

Other initiatives include Book Mark which is a reading intervention in Key Stage 1 & 2.

Reading in KS3 and 4

Across the curriculum, reading domains are used to support children reading to learn. There is a consistency in language and approaches to teaching reading to learn in different subjects. In Years 7, 8 and 9 a reading canon is used in English and taught in the Middle Years Library. The canon covers a range of themes and text types and is used with every child. For our bottom 20%, the text is scaffolded up following the principles of the Learning Line. Children explore these texts using a range of activities linked to the reading domains and our Character for Learning. English is again taught through a quality text through KS3 and 4. Across school, teaching disciplinary literacy is a key feature of all lessons. Staff are supported with readers who are in the bottom 20% with reading age assessments.

Reading for Pleasure

As part of our value **enjoy and achieve**, we help children develop a love of reading across school. In the Primary Phase we have book corners in all classrooms, we celebrate World Book Day each year in school and invite parents in from a range of cultures to read stories in other languages as part of our Language of the Month. Books and poems are shared in coaching circles and story time is a daily feature in every class. Children across the Primary celebrate their reading achievements through performing poems learned by heart in assembly and through performing scripts and plays to different audiences.

We ensure the profile of reading remains high cross the through school. Children's and staff's books recommendations are frequently shared in our Coaching Chronicle and on Carr Manor TV.

In Years, 5, 6, 7 and 8 children are expected to borrow a book from the Middle Years Library. This continues into KS4 with our Upper Years Library.

In the Primary Phase, Book worm is an initiative to ensure all families have access to a range of texts. Several times a week, Book Worm works like a school lending library where families can borrow books for free. On our school website, children can access videos of staff reading a range of stories.

Parental Involvement

Partners in learning means we understand the importance of including people surrounding the child in their learning, practice and progress. We know that the best readers will also be reading within the home environment. All children who are to start with us in Reception are sent a picture book to highlight the importance of reading at home and support the reading of quality texts. Parents of Primary children are expected to listen to their children read at home. Children regularly take a reading book home from our school library and their reading books are checked at least once a week.

Parents are asked to comment/sign their children's reading record book every time their child reads at home and this is celebrated at school. Other **partners in learning**, such as teachers, LSWs and volunteers in school write comments when they hear children read individually or in guided reading. Planners also include guidance for parents about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are being practiced and how to praise specific elements such as intonation and fluency. In Key Stage 2, pupils take more responsibility for logging when they have read and write a comment about what they have read.

Workshops are held each year to inform parents and carers of how we teach reading and phonics, and the different skills involved, as part of our school value **Partners in Learning**. Parents and carers have the opportunity to learn alongside their children so that they can provide the best support at home.

Reading - Impact

We recognise the importance of taking a consistent whole school approach to the monitoring and tracking of progress and attainment in reading to close any gaps and to target the highest possible number of children to attain:

- End of FS - ELG
- Success which compares in line with or higher than national expectations in the Year 1 phonics screening
- Children who did not pass the Year 1 phonics test are tracked and monitored beyond Year 1 to ensure they are supported in becoming fluent readers
- Children achieving at least expected in Year 2 reading SATs
- Children achieve at least expected (secure on Target Tracker assessments) year on year
- Children achieve at least expected on their Year 6 SATs.
- Children achieve highly across all subjects at GCSE

Leadership and Monitoring

Monitoring of the teaching and learning of reading takes place through various means:

- Learning walks of Reading Fluency and phonics teaching.
- Environment walks
- Book looks and planning scrutinies
- Monitoring of record keeping.
- Pupil voice

The management team, CLL curriculum team, literacy ambassadors and phase managers lead the monitoring of reading based on evaluative questions from our school development plan. Monitoring is a supportive process involving teaching and support staff to ensure the best development of reading in our school. Findings from the monitoring process are fed back to the management team who then decide on the next steps.

Tracking of all pupils' progress and attainment is achieved through a range of strategies:

- Formative and summative assessments
- Pupil Progress meetings
- Use of Target Tracker

Through these, vulnerable groups are identified and tracked.

Staff attend regular moderation and standardisation to support their understanding of assessments, age related expectations and children's next steps.