



Reading at Broadwood

Our Vision

“At Broadwood, we strive to develop a love of language and reading that will last a lifetime. We want our children to be empowered by their ability to read and eager to engage in conversations about books they have read, both at home and at school.

Systems are in place to ensure a smooth pathway of progression in reading for all children, no matter when they join Broadwood school.”

Children have access to a curriculum which enables them to make sense of what they read.

Parents have the knowledge to support children in their early reading and they work closely with the school.

We want our children to...

Confidently communicate through spoken and written words

Develop a love of reading that lasts a lifetime



Our Teaching of Reading

At Broadwood we see our responsibilities lying in both the teaching of reading and developing a love and enjoyment of books. This will provide children with the skills to learn throughout their life, in school and beyond. Children at Broadwood experience a variety of reading opportunities, including:

- Paired reading challenges
- Independent reading tasks
- Timetabled access to a phase specific library
- Cross curricular reading activities and opportunities
- Individual reading from books shared with home
- A class novel or storybook shared by the teacher with the class

Most learning occurs within planned reading sessions in our English lessons but teachers and learning support assistants also hear readers on an individual basis throughout the week.

We prioritise reading at Broadwood and we see it as a way to breakdown the barriers to learning. We choose texts to broaden children's vocabulary and widen their imagination.

Range

Pupils should be taught the knowledge, skills and understanding through the following ranges:

Literature:

- Stories & poems with familiar settings and those based on imaginary or fantasy worlds
- Stories, plays & poems by significant children's authors
- Retellings of traditional folk & fairy stories
- Stories & poems from a range of cultures
- Stories, plays & poems with patterned & predictable language
- Stories & poems which are challenging, in terms of length and vocabulary
- Texts where the use of language benefits from being read aloud and reread

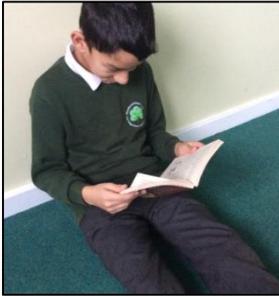
Non-fiction and non-literary texts:

- Print & ICT-based information texts
- Dictionaries, encyclopaedias & other reference materials

Lesson aims

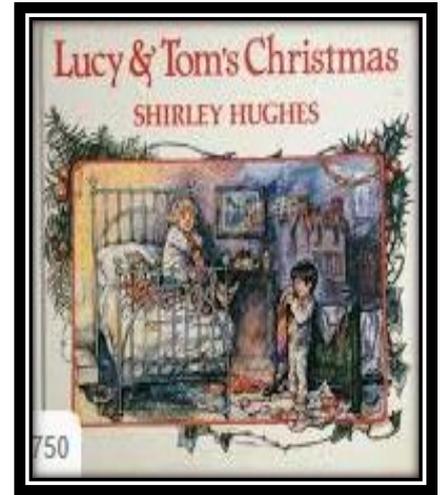
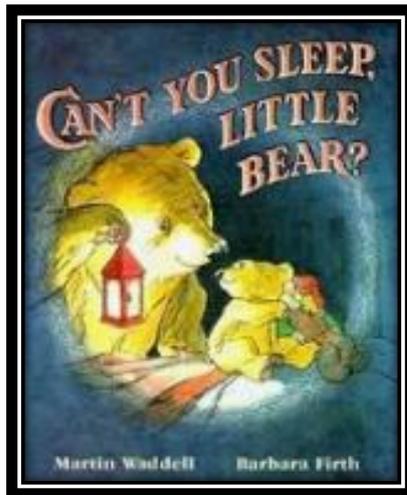
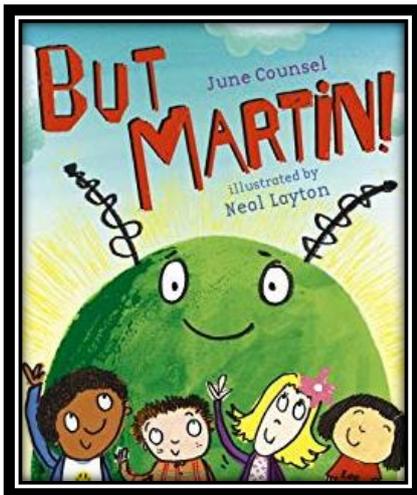
All our lessons focus on three particular skills in reading:

- **Inference:** The ability to look at what we have read and draw conclusions or make predictions.
- **Retrieval:** Locate or find information in a text.
- **Judgements:** Read and respond to a text to share your personal opinion of it.



Foundation Stage

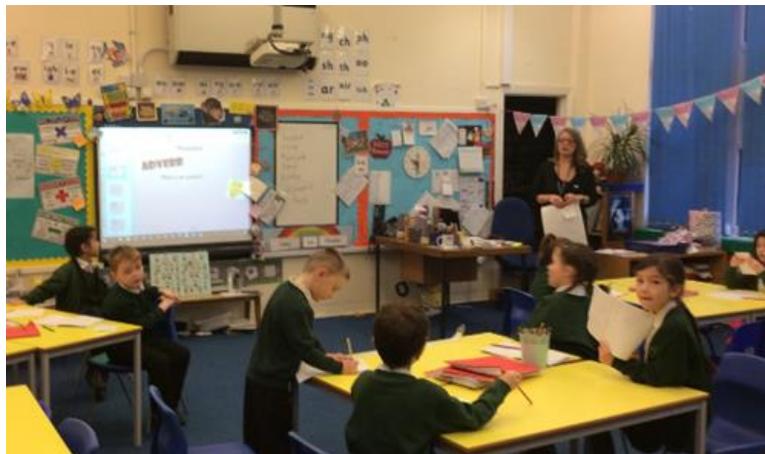
In the **Foundation Stage** (Nursery and Reception) the teaching of reading is based on the Prime Area of learning 'Communication and Language' and the specific area of 'Literacy' taken from the Development Matters (non-statutory curriculum for EYFS). In Reception, children have a discrete phonics session each day which follows the teaching pattern from Letters and Sounds. It is expected that children are secure within Phase 4 (Letters and Sounds) by the end of Reception.





Key Stage 1

In **Key Stage 1** (Years 1 and 2) the teaching of reading is based on the **National Curriculum for English** and what we know and believe is successful about teaching children to read. Children continue to have a daily discrete phonics session throughout KS1. It is expected that children are secure within Phase 5 by the end of Year 1. In June of Year 1 children will also have a phonics screening check.



In line with guidance from the framework for literacy our teaching objectives cover three key strands:

1. Word reading skills & strategies
2. Understanding and interpreting texts
3. Engaging with and responding to texts

These strands reflect the conceptual framework for reading described in the Rose Report



Word reading skills and strategies

Every day each child will be engaged in:

- Speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills **independently**
- An interactive multisensory phonics session using Letters and Sounds
- Shared reading and/or writing led by the teacher to **demonstrate** reading and writing strategies (**including phonics**) in a meaningful way
- A rich and regular 'Read aloud' programme (story time)

Shared reading

As part of the daily practise in KS1 and Early Years, the teacher models the reading process (through think alouds) and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

Partner Reading

Children, as part of their English lessons in KS1 do partner reading three times per week. The books children read are carefully selected to match the phonics they are being taught.

Text Experiences

This extensive list includes:

- Interactive white board resources; software and websites; use of TES resources.
- Big books – stored within each year group.
- Decodable phonics books (such as Bug Club) for all Letters and Sounds Phases
- Book banded books for children secure with the highest level phonic phase (phase 6).
- Partner readers - fully decodable
- Library books organised into fiction and non-fiction
- Classroom book corners with a range of different books for children to enjoy.

Key Stage 2

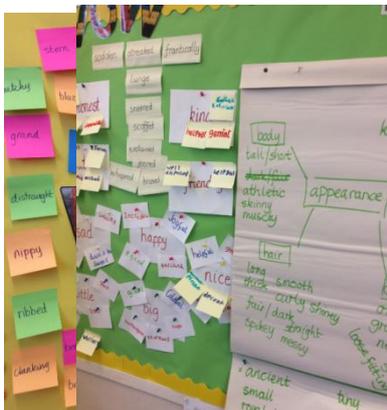


Children in Key Stage 2 have English lessons every day. At least three of those days will have tasks requiring extended reading with different questions based on ability and needs. These questions may involve partner reading, reading individually or with a teacher led group.

Children are encouraged to use full sentences in their answers with sentence stems and questions are weighted so children are aware of how much writing is required for their answers.

We encourage children to discuss the question type before answering so they can tackle it in the best and most appropriate way. Teachers frequently model good practice to set high standards.

We encourage vocabulary rich working walls which are regularly updated. This encourages the independent use of challenging vocabulary and supports spelling.



Assessment & Planning

Children's progress is at the forefront of all we do at Broadwood. Checking this progress is done in a variety of ways.

-for learning (formative)

- Specific Individual Reading Templates for FS and KS1
- Literacy planning with clear success criteria
- Observation of children
- Questioning (using questions linked to assessment focus during guided reading)
- Self-assessment (fans, thumbs up)
- Discussing with a partner
- Verbal feedback from adult linked to success criteria

-of learning (summative) will be recorded in:

- Reading records (whenever children change books)
- Individual reading record sheets
- Use of a phonics tracker - tracking for phonic skills and word knowledge through the phases
- Target Tracker updates whereby children's attainment of curriculum targets are mapped against end of year expectations
- PiXI assessments occur once a term to track attainment and progress

Catering for progress regardless of ability

Staff plan carefully for the needs of all children in their English groups.

- Children with SEN, and/or learning difficulties or disabilities will work towards the same objectives with support. Those working well below the level of their peers will be working on a related objective from an earlier year group.
- Children who are greater depth will be working to deepen or broaden their understanding of the objective which may sometimes be from a later year.
- Children learning English as an additional language (EAL) will receive appropriate support to enable them to access the objectives.

Sometimes extra help and support is needed through interventions.

Intervention

Children requiring extra support to reach their targets are identified by their teacher and SEN coordinator. They can receive support through targeted, planned small group sessions called interventions led by fully trained staff.

Children who are struggling with phonics, including Key Stage 2 children, will also have additional support so that they can make rapid progress towards expected outcomes.

Intervention groups are established early in the academic year by gap analysis using Target Tracker and PiXI assessment tests. PiXI identifies pupils making less than expected progress and recommends bespoke programs for these children to accelerate progress and close the gaps to reaching standard or better.

Meeting the authors



For many years now we have been proud to be the host school for Authors Abroad. This organisation provides author led workshops for Key Stage 1 and 2 pupils to enjoy. Children share the author's work and create a piece of writing or performance inspired by the day. This is hugely popular with our children and occurs once a term.



Parental Involvement

At Broadwood we love our parents to get involved with reading with their children. This strengthens child parent bonds but also allows parents to carry on the great teaching that goes on at school, at home! Reception host



various, regular reading sessions for parents to get immersed in! These have proven both popular and entertaining.

Teachers are able to share good practice and support parents in up-skilling their reading support skills. This team approach allows for the best progress of our children.