

Reading Progression of Skills



OUR VISION FOR TREWIRGIE INFANTS'SCHOOL

'We care, we help, we succeed'

OUR MISSION:

- To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
- For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
- To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.



At Trewirgie Infants' & Nursery School, we want all children to develop a life-long habit of reading and choose to read for pleasure and making meaning. With this in mind, we teach reading from both angles to ensure our pupils have the skills that enable them to read and the experiences that build the desire. Story times are timetabled daily in every class to enable all children to listen to, share and enjoy a range of high-quality stories. Stories are carefully chosen for their rich language and challenging contexts; these are re-read for familiarity and available for children to share in school. All pupils have access to carefully selected books in their class reading areas that link to the children's interests as well as to the topic and Talk for Writing texts. Quality fiction, poetry and non-fiction books from our core reading spine are used with the children and available in these areas throughout the school. Year 1 and 2 classes enjoy daily shared reading sessions where children engage in whole class teacher-led reading using carefully chosen, challenging texts explicitly selected to expand vocabulary and embed skills of comprehension and inference. Year groups have their own 'libraries' where children can select a book to take home twice a week. These are read to the children at home by family members.

Each classroom has its own reading area where new books and class favourites are available to the children to access throughout the day. Our 'Rated Reads' opportunity enables the children to review books that have been read and award each one a star rating. They are encouraged to justify their reasons for their rating. These are displayed in the classrooms and shared with families via Class Dojo. Children are given time to talk about and share books and class reading areas engage the children, enticing them in to sit and read by themselves or with friends in a calm and purposeful environment. Reading for Pleasure opportunities feature in the daily timetable across all three year groups and children are given ownership of what they read, where they choose to read and with whom. Teachers take time to get to know and understand the reading habits of the children in their classes so that they are able to offer texts that engage and inspire.

Read Write Inc.

We recognise that reading is a key skill for life. All our pupils learn to read quickly and confidently and are able to become independent life-long learners before they leave us in Year 2. We use Read Write Inc. to teach the essential skills of phonics, reading and writing. Phonics is a way of teaching children to read by developing their phonic awareness- the ability to hear, identify and manipulate different sounds used in the English language. Regular assessments enable leaders to closely monitor all pupils' progress in phonics and group children appropriately to ensure that lessons are closely matched to ability. Groupings are fluid, enabling pupils to make progress appropriate to their needs, with consistent teaching, classroom management strategies and resources enabling smooth transition through the groups. Children are taught phonics every day from the beginning of the Foundation Stage through high energy, fast paced lessons using carefully matched resources and books. This provides a systematic, progressive, rigorous approach that ensures success for all pupils. Additional support sessions take place daily for any pupils who are at risk of falling behind. Sessions are quick, focussed and effective with close monitoring for impact by the Reading Leader. Pupils identified as making slower progress are effectively supported to make accelerated progress and keep up with their peers.

Curriculum statement

<p style="text-align: center;">INTENT (curriculum design, coverage and appropriateness)</p>	<p style="text-align: center;">IMPLEMENTATION (curriculum delivery, teaching and assessment) <i>Through the Read Write Inc scheme, literacy, guided reading and daily story times</i></p>	<p style="text-align: center;">IMPACT (attainment and progress)</p>
<p>Children will develop a life-long love of reading through being immersed in a text and reading rich environment. All children learn to read sounds quickly and confidently through Read Write Inc. They learn to blend sounds to read words and build speed in blending to develop fluency and speedy reading. They learn to read 'tricky Red Words' through repetition and use and apply decoding skills by reading decodable books that closely match their phonic knowledge. The children are supported to develop their language comprehension through the explicit teaching of vocabulary within shared reading sessions and Read Write Inc lessons. They develop a love of books and a desire to become a reader through daily story time opportunities, shared reading sessions and opportunities to select books from their class library to share at home. Children are encouraged to read for understanding and enjoyment, developing key skills in order to become independent readers.</p>	<p>Reading Teachers regularly assess pupil progress and accelerate pace through the programme appropriately. Teachers will have regular training from the Reading Leader to ensure that children receive daily, high quality teaching of reading and phonics. Pupil progress is carefully monitored by the Reading Leader through half termly data analysis using the assessment tracker and data on Insight. The HT closely monitors the progress of all pupils in termly pupil progress meetings. Daily, high quality additional support for the lowest 20% is delivered by highly trained staff. Parents are supported to help their children to learn to read by attending information sessions and via leaflets given out at Parent Consultations. Virtual learning clips are sent to parents from our RWI online portal.</p> <p>Daily story time sessions and shared reading sessions enable children to gain a breadth of knowledge and enjoy a range of high quality texts. Each class has its own class library area which children can access and select books from to take home to share with families. Shared reading sessions enable children to deepen their understanding of a text, developing and honing their skills of comprehension and inference. These sessions support their learning in other subjects and enable them to experience a range of genres across the year. These sessions also enable children to experience texts read with fluency, regardless of their reading ability. Teachers model reading texts with fluency and expression and children are given time to unpick the text in detail with their peers.</p>	<p>By the time our children leave our school they will develop a life-long love of reading. They will develop language needed to talk about books confidently and with enthusiasm. They will enjoy sharing books with others and choose to read for pleasure.</p> <p>They will learn to read quickly and confidently with appropriate expression, intonation, fluency and speed.</p>

	<p>Children have opportunities to talk about books with both their peers and adults using sentence stems to help them to communicate their understanding. Classrooms have a designated reading area that children visit regularly. They have access to a range of cross curricular texts linked to our topics and Talk for Writing texts.</p>	
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