



Reading

Intent

At Great Orton Primary School we teach English so that children can communicate clearly in any genre. We want our children to have an awareness of their audience so that they can speak clearly and audibly; taking account of their listeners. We also want them to be active listeners, being able to listen to others effectively and be able to recall key learning. In collaboration with developed oracy, we want our children to become confident, enthusiastic independent readers. We also want our children to enjoy writing, being able to adapt it for a range of purposes.

We strive to achieve this through a rigorous Systematic Synthetic Phonic Programme which gives the children the skills they need to become a fluent reader. We also provide a wide range of high-quality fiction and non-fiction books, film, pictures, trips, visits and other hooks as a vehicle for teaching creative writing.

Implementation

We follow the Read Write Inc. approach to teaching Reading and Phonics, supplemented with additional reading materials. Our approach is systematic, consistent and rigorous in order that all children become readers as quickly as possible.

We use the same phonics program across the school providing continuity and a vehicle for guaranteed progression. Pupils are taught in ability groups from Reception to Year 2 thus enabling them to be taught according to their reading level. Teaching is very precise and tailored to the needs of each child irrespective of year group.

We then use the Accelerated Reader Programme to teach reading and vocabulary development once the pupils have acquired enough reading skills to be independently accessing texts. Pupils are able to access a range of reading resources and texts in the central school library. Once pupils have finished a text they undertake a comprehension 'quiz' and vocabulary test. This assessment is then analysed and a report produced which informs the class teacher of the child's attainment in reading.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. We track each child's progress in RWI every half term; this enables us to accurately group them, ensuring that the teaching is linked to their learning.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Half-termly STAR reading Assessments from Accelerated Reading, NTS reading assessment and Teacher Assessment are used termly.