

Willow Tree Academy



Reading Statement of Intent, Implementation & Impact

Intent

At Willow Tree Academy we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. Children should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts.

We prioritise the importance of reading by continuing to deliver Little Wandle Letters and Sounds Revised upon entering our school in Year 3. Through thorough tracking, we ensure that no child is left behind; those few pupils who find learning to read a challenge are supported through rigorous interventions to cater for their needs.

We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. In addition to this, they should gain a life-long enjoyment of reading and books.

Implementation

Guided Reading

All classes take part in guided reading sessions between 9-9:30am daily. All classes follow the timetable outlined below on a rota of usually 5 groups. KS2 children stick a guided reading grid in books and record daily on these. It is expected that there are two recorded pieces of evidence weekly in books for each child, which can include: written, pictorial, sequencing or video evidence through photographs.

1. **Pre read** - Independent reading session using a text which is exclusively used for group work or use of the Immersive class text/novel.
2. **Reading with Class Teacher** - Guided group ensuring that balance is reached across the content domains. These activities will address the child/group's reading target (taken from the reading mat), the whole school guided reading target or the reading curricular targets.
3. **Independent** - Follow-up task linked to the class teacher led session, usually from the previous day's learning. Evidenced in individual guided reading books. Follow-up activities will be dated with a clear learning objective taken from the



reading mats. All class guided reading books should be marked in line with the marking policy.

4. **Cracking Comprehension** - TA guided group using Cracking Comprehension resources, focussing on teaching the Content Domains through comprehension.
5. **Immersive Reading** - Differentiated questions are pre-planned for the term to be used within the IRE in the classroom and using the class linked text. Evidence of activities in IRE could be through a written task, photographs or film.

High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills. Children are taught to notice breakdown in reading - identifying words/phrases they don't understand and strategies to fix breakdown in meaning. Children are taught to relate the text to themselves, previous reading experiences and the world around them.

Reading at Home

We value the importance of parental partnerships in order to provide the best education for their child. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage. Each child has a reading book that they can take home every day. This is a book that the children choose supported by a member of staff to ensure that the text is accessible and in line with their reading ability.

Book Talk and Immersive Reading Texts

Children will hear an adult read to them at least three times a week using the class text/novel. Immersive reading texts are planned into the curriculum in all classes and are embedded into the reading routines across the year with a book focus for each term. High quality texts are chosen based upon links to the curriculum topic being studied. An immersive reading text is a class text that pupils read and analyse together as a class over an extended period of time.

Class reading sessions provide teachers with the opportunity to model the fluency, pace, intonation and expression key elements of reading with the notion that children will try to emulate this in their own reading. During discussion of the text, the teacher will model the expectation for high quality responses, identifying key evidence and explanations to provide support to justify responses, a key skill that children need to acquire during their school journey. Teachers can implicitly point out to the children the language and author's intentions that sometimes children, unless exposed to, can miss.

Fluency Videos

Each term, pupils are recorded reading their reading book aloud. From this, the pupils self critique their reading fluency and set themselves targets on how they are going to improve their fluency. The videos are stored centrally on a whole school Google Drive, where the children and staff can access the videos. The following term, pupils compare their new video to their old one to see how their fluency has improved. QR codes are stuck into the front of the pupils' guided reading books for them to access their own videos as and when they need.

Developing The Love of Reading

In the academy, we will strive to give pupils stimulating environments, where reading



materials are presented in an attractive and inviting way, using various nooks and crannies available. Books are used to enhance displays and to provide reference points for deeper learning. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Each classroom has a dedicated Immersive Reading Environment area to encourage and motivate children to read. These areas provide a comfortable and relaxing area where books can be shared and enjoyed and are changed on a termly basis to ensure that interest is maintained. Each classroom is stocked with a rich variety of books based upon the children's interests thus allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy.

Various initiatives for promoting the love of reading include:

- World BookDay promotion yearly
- Book Fairs
- Reading challenge/ Hot reads
- Reading Raffle
- Lunchtime Library
- Immersive reading areas
- Book talk
- Story time
- School library
- International Poetry Day
- Author Visits
- Author boxes

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Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

Before children leave Herringthorpe Junior School, we expect them to have the following skills and attitudes towards reading:

- Have decoding skills that are secure and hence vocabulary is developing.
- Be independent, fluent and enthusiastic readers who read widely and frequently
- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction.
- Read sufficiently and fluently in line with age related expectations.
- Have a love of reading that feeds the imagination.



- Read widely across fiction and non-fiction to develop knowledge of themselves and the wider world.
- Pupils of all abilities will be able to succeed in all reading lessons.
- Pupils will have a good knowledge of a range of authors.
- Pupils will be engaged in reading sessions - whole class, individual reading, guided reading.
- Pupils will discuss books they have read and recommend these to their peers.
- Engage in book discussion in a range of contexts, alongside both adults and peers, linking to reading skills that they are familiar with.

