



Discovery Multi Academy Trust

Reading Curriculum Statement

Quote that guides us:

'Reading should not be presented to children as a chore, a duty. It should be offered as a gift.' Kate DiCamillo

Why is it important to teach Reading? (Intent)

Within Discovery Multi Academy Trust we believe that every child is a reader. We want to foster a lifelong love of reading, giving them the skills and knowledge to understand and critique what they read. Our philosophy is to teach reading for meaning and exposing children to a variety of high-level fiction and nonfiction texts. We know that Reading is the foundation upon which all learning begins and we are committed to enabling our children to become lifelong readers. We give our children the reading skills they need to access all areas of the curriculum and enable children to access and understand the information given to them.

Key Concepts:

Early reading skills, vocabulary, phonological awareness, reading for meaning and pleasure.

Curriculum Design (Implementation)

Within our Trust our children from Foundation – Year 2 follow a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. Our staff teach the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge. We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension. When children have completed the Read, Write, Inc phonics programme, reading is developed during whole class Reading lesson, with a focus on reading comprehension.

When children have completed the RWI programme (by the end of Year 2) the focus in KS2 changes to whole class Reading lessons. These are taught 3x week for 45 minutes. At the beginning of every academic year children spend lessons recapping the seven key Reading Skills (linking to the KS2 reading domains) This embeds their knowledge of them, enabling them to discuss these skills in depth and recognise how they contribute to their comprehension of their reading material. Children will also be able to identify where, when, and how to utilise these skills effectively, with high quality modelling from the teacher taking place. The 'emoji' assigned to each skill area is used to support the children to recognise which skill they are using in a reading session.

Reading lessons are planned from a skills-based approach, using a range of high-quality texts. All sessions are interactive, and teachers facilitate speaking and listening opportunities. Children are given time to discuss their prior knowledge and make predictions on what they are reading. A variety of tasks ranging from vocabulary games to collecting evidence from texts takes place. Where it is suitable, texts linking to the children's curriculum theme are used to support their learning, enabling children to be immersed in a class book, which they may not have been exposed to otherwise. Further to modelled sessions, children are given the skills to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard. Each class also enjoys a daily story-time session with their teacher. It is important for children to be read to daily and for our staff to model and share a story with a real focus on children being immersed in a range of different genres.

Each school has a large library which has a range of books banded to our Renaissance Star Accelerated Reading Programme (REN) and children can select books within their reading levels. We have children who act as Librarians, creating a rotation of books displayed and organising returned books. We have organised book fairs to raise funds for our schools' libraries. Children have benefited from paired reading sessions with different year groups and there are plans to start parent reading groups in support the development of reading comprehension skills at home.

What we do well as a school (Impact)

Children's attainment and progress is regularly monitored and reviewed through tests and teacher and support staff records. Children are also assessed using more formal tests. Our test data comes from PIRA, SATs, Benchmarking and Accelerate Reader (AR test outcomes and the termly Star Reader tests). This is then used to inform both planning and teaching and ensure that all children have reading targets that are achievable, yet still foster the importance of reading for enjoyment. Children work through a rewards-based reading scheme and their hard work for reading is recognised at different milestones for books and words read.