

## **Reading at Old Park**

Reading is led by a team, the team includes our English Lead, our phonics lead teacher and our reading for pleasure lead.

### **Why Do We Teach Reading at Old Park?**

At Old Park Primary School it is our intention to provide our pupils with a high-quality education in English. Our aim is to broaden their understanding of the world around them through books, whilst developing an appreciation for their own heritage. Our curriculum is designed to leave no learner behind. Our lessons are designed to match children's own reading ability and careful assessment informs us of their own reading needs. We are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through RWI phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know. The teaching of phonics is of high priority.

We also recognise the importance of nurturing a culture where children love to read. We want our readers to read easily, fluently and with good understanding. We aim to nurture well-read, insightful, knowledgeable, inquisitive and thoughtful readers. We strive to develop the habit of reading widely, and often, for both pleasure and information.

### **How Do We Teach Writing at Old Park?**

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. At Old Park Primary School, we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. In KS2, when children have completed the RWI programme, they develop deeper reading skills during our Reading Workshop sessions.

Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. All children in Reception, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs ([See phonics policy for details](#)). The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support.

Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified. Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one or small group tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell. 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 Reading Workshop sessions, using high quality texts and focused skill teaching. Strong links are made between reading and writing. Children read and enjoy high quality fiction and non-fiction texts. In whole class reading workshop sessions, children develop their key reading skills of decoding, Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. Children also continue to develop their reading fluency skills, building upon their phonics knowledge and skills.

Reading at home is encouraged and promoted through class incentives and 'Family learning' sessions. Children working on the Read Write Inc. programme take home a 'Book Bag Book' matched directly to their current phonics level; they are also encouraged to choose an additional book to share with their family at home. Children, who have reached the end of the RWI scheme, work through our school reading scheme – these are levelled books which match the child's current reading ability. We expect family members at home to read these books with their child daily and make comments in their child's reading record. We also encourage children to access and read books from Bug Club, an online resource we subscribe to, which includes eBooks with audio and an online teacher toolkit, to help every child master deeper comprehension strategies.

### **Does Our Speaking and Listening curriculum influence Our children?**

Reading is an essential aspect of our whole curriculum and by teaching our children to read fluently, we are opening doors to develop their understanding of all subjects as well as the wider world. By the time children leave Old Park, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.