



English Reading at Tacolneston & Morley

<p>We have based our curriculum around quality fiction, and non-fiction texts. We use these as a basis from which to deepen children's understanding of the topics we teach and develop empathy and enquiry skills. By using high quality texts pupils will develop a wider vocabulary and deeper knowledge. This in turn develops comprehension ability.</p> <p>By the end of year 6 pupils will have read a wide range of texts, from a wide range of cultures, with a wide range of structures and diverse language.</p>	<p style="text-align: center;">Curriculum</p> <p>Reception and Key Stage 1: Reading is at the heart of our curriculum and opportunities for individual reading take place every day. All of our children are given a daily diet of stories. We use a range of text types that are chosen based on our topics and the interests of the children. These texts are then shared together. We do Guided Reading in KS1 and this is organised as a carousel of reading activities that focuses on decoding and the reading comprehension skills of retrieval and inference.</p>	<p style="text-align: center;">Progress</p> <p>Reception and Key Stage 1: Progress in reading is monitored through children reading to an adult in school every week and daily for some children. We also send reading books home and parents/carers add relevant comments to their reading record book. Once a child has their own reading book they work through the book band colours to ensure that their reading book is matched to their reading ability. Assessment is carried out using termly PIRA tests, the Year 1 Phonics Screening and also in the KS1 Reading SATS.</p>	<p style="text-align: center;">Intervention</p> <p>Reception and Key Stage 1: Children who are falling behind with phonics or reading in KS1 are quickly identified and appropriate support is put in place to support the children. This could be extra phonics support or targeted intervention programmes and or daily reading with an adult at school.</p>
<p style="text-align: center;">Phonics</p> <p>We follow the Letters and Sounds programme for teaching phonics. We ensure that the learning is fun and interactive so that children can play an active part in learning how to read. The pace of learning is quick but thorough and we aim to teach all of the initial 26 phonemes rapidly so that they can sound out, blend and become more independent in their reading. We continue phonics for children in KS1 until they are secure with their phonic skills.</p>	<p>Key Stage 2: In key stage 2, we use whole class guided reading of quality texts, to develop vocabulary and understanding of topic themes. We have a wide range of guided reading sets to develop independent reading. We ensure that our class books shelves are accessible to children and dyslexia friendly. These provide a range of reading matter for all abilities and tastes. Children are encouraged to take part in reading challenges and complete reading passports to promote a love of reading.</p>	<p>Key Stage 2: We carefully monitor children's progress through individual reading and group reading. We plan weekly comprehension activities alongside our whole class guided reading, focussing on the key V.I.P.E.R.S. skills – vocabulary understanding, inference, prediction, explanation, retrieval and summary.</p> <p>We use formal assessment to inform us of further support or extension materials required.</p>	<p>Key Stage 2: While we aim for all children to be confident in phonics by the end of KS1, we provide additional targeted support through:</p> <ul style="list-style-type: none"> Attending existing phonic sessions when appropriate. Code X phonics and comprehension based intervention programme. Dyslexia Gold online daily fluency practise. Small group comprehension activities and 1:1 reading sessions.