



READING

Skills Progression for Parkland Infant and Junior

INTENT

“To learn to read is to light a fire; every syllable that is spelled out is a spark.” – Victor Hugo

At the Parkland Federation, our aim is to ensure children have the reading skills needed to maximise their life chances. We also strive to develop a passion for books and the enjoyment they can bring.

Polished reading skills can open doors for our pupils, help them to gain experience, improve language and vocabulary and stimulate their imaginations.

We strongly believe that reading for pleasure contributes to educational success. By instilling in our children a life-long love of literature and communicating, they will be better equipped for the learning adventures that await them beyond our classroom doors.



Aim high, work hard, dream BIG!

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IMPLEMENTATION

We follow the English National Curriculum which sets out a detailed programme of study to ensure continuity and progression in reading. However, we view the entire curriculum as an opportunity for the reinforcement of effective communication skills, both oral and written.

We ensure our young learners are taught in a language rich environment where reading flows from key quality texts, linked whenever possible to the rich curriculum topics bespoke to each year group . We have ensured our choice of texts are aimed to engage both boys and girls in order to challenge any stereotypes. Every class is named after a children's author and this is celebrated at the start of each academic year. There is a welcoming book corner which is central to every classroom. Reading scheme books are readily accessible and sit alongside a wide selection of some of the best stories and non-fiction texts available. All members of our school community play a key role in recommended new and exciting books through regular newsletters. Weekly celebrations in assembly also highlight the amount of reading that happens across each week.



IMPLEMENTATION

Discrete reading sessions have proved essential in enabling children to learn the strategies for reading with pace and fluency, in addition to comprehension skills. Reading aloud involves many techniques, such as echo reading, jump reading, cloze reading and partner reading. Regular teacher modelling of reading is an essential part of the learning process too. We place emphasis on teaching the children the skills of **Retrieval** (retrieving facts from the text) **Interpretation** (reading between the lines) and **Choice** (why the author has used something, such as a certain word, illustration or setting)

Children learn to read effectively and quickly using the Read Write Inc. **Phonics** programme (RWI). This includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as accurate letter formation. In practice, children learn the 44 common sounds in the English language and are taught how to blend these sounds to decode words. Once they have conquered this skill, they are able to read stories and texts that have words made up of the sounds they know.



IMPLEMENTATION

Children can embed and apply their phonic knowledge and start to build their reading fluency, reading texts with increasingly more complex sounds and graphemes. Throughout this process there is also a focus on comprehension, reading with expression and reading for enjoyment. Children are taught in small groups which reflect their phonic knowledge and reading fluency. We regularly assess children so that they are taught in a RWI group which matches their phonic knowledge.

The teaching of phonics and additional phonics interventions continues right from Reception and through to Key Stage 2 where relevant.

We are keen to ensure our families are aware of the research showing the importance of home reading. Children are encouraged to take home at least two books - a reading scheme book and a choice from the book corner or school library. Every child has a reading diary where comments from children and parents are always welcomed.

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Reading 2020-2021
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