



The Waterside Way – Reading Curriculum

Intent, Implementation and Impact

“Reading brings knowledge and knowledge is power; therefore, reading is power. The power to know and learn and understand . . . but also the power to dream. Stories inspire us to reach high, love deep, change the world and be more than we ever thought we could. Every book allows us to dream a new dream.”

INTENT	IMPLEMENTATION	IMPACT
<p>At Waterside Primary Academy, maths, reading and writing are at the heart of a child’s learning and therefore form key elements of every learning experience. Our children develop their reading skills every day to ensure solid foundations for learning.</p> <p>We believe that all pupils 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 deep 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 their reading. By the end of their time at our school, all children should be able to read fluently, and with confidence, in any subject.</p> <p>We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils’ ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we 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.</p> <p>Our wider Pathways curriculum has also been designed to ensure that pupils not only read for pleasure but use books to research and gather new knowledge to extend their understanding in their class’ Pathways units.</p> <p>The ability to read is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond.</p>	<p>Reading is a vital component of our curriculum and is an integral part of all of our lessons. At Waterside Primary Academy, we teach reading through:</p> <ul style="list-style-type: none"> ✓ Read Write Inc.: In order to teach our children to read accurately and fluently with good comprehension, we use <i>Ruth Miskin’s Read Write Inc.</i> phonics programme from the start of Nursery. In this programme, children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then they learn to read the same sounds with alternative graphemes. Children experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and ‘tricky’ words and, as children re-read the stories, their fluency increases. <p>Children in Nursery, Reception, Year 1 and Year 2 have at least two reading books each week. One is a class book which they should continue to read for fluency at home, with the other being selected from a range of books with the same phonetical sounds to embed their new learning. It is vital that children read these books at home, both independently and out loud.</p> <p>Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller’s voice. This scheme is accompanied by popular children’s stories, which are read by children and adults in a Reading for Pleasure (R4P) session on a daily basis. These are normally linked to the topic that the children are studying at that time.</p> <p>Children who are on the RWI programme also take a third book home. We call this a ‘Sharing Book’ which is selected from the class’ Reading Corner. These include a wide variety books, especially childhood classics, stories with predictable phrasing and books linked to their wider classroom learning.</p> <ul style="list-style-type: none"> ✓ Pathways to Read: Once our children have completed RWI, children progress onto our <i>Pathways to Read</i> programme, which is designed to equip our pupils from Year 2 onwards with the key skills to move them through the reading process towards becoming competent and fluent readers. To support this mastery approach to the teaching of reading, clear detailed lesson plans and resources are linked to high-quality texts. Pathways to Read ensures engaging and purposeful reading lessons which are delivered using a whole-class approach, using the structure below which is taught for 45-minutes a day, 5 days a week: <ul style="list-style-type: none"> Monday – Low stakes prior learning quiz, Predictions, Clarify, Vocabulary & teacher-led shared reading Tuesday – Group/Paired/Independent re-read & Retrieval Tuesday Wednesday – Reading Skill Development (using Learning Journey maps – Retrieval, Predict, Clarify, Summarise, Infer, Language, Structure & Organisation) Thursday – Mastery Skill Focus Friday – Review session, Low stakes quiz & Pre-reading for following week. <p>The thematic units and texts covered in the reading sessions are used as a hook to our wider Pathways Curriculum which includes all of the foundation subjects.</p> <ul style="list-style-type: none"> ✓ Reading across the curriculum: At Waterside Primary Academy, we maximise opportunities for pupils to read, through our Pathways Topic Units. As classes study curricular aspects within the foundation subjects, texts are carefully selected to programme further growth in reading, whilst learning new subject-based vocabulary and wider curricular knowledge. These lessons focus on the teaching of reading whilst increasing the pupils’ knowledge and understanding of the topics being taught in History and Geography. ✓ Reading 4 Pleasure – Independent Reading: We encourage our pupils to read for pleasure and to read widely. Reading 4 Pleasure sessions occur daily, typically at the start of the day and/or after lunch. We use <i>‘Accelerated Reader’</i> to promote independent reading. Pupils are tested each half term to assess their reading level, ensuring that pupils are reading the most appropriate books. Our unique ‘Woodland Library’ is well-stocked with a wide range of fiction and non-fiction books which are all part of the Accelerated Reader programme. This ensures that children select books which are within their ‘Zone of Proximal Reading Development’, meaning that all books provide a suitable challenge for all readers across the school. <p><i>Reading records are used to monitor our children’s reading at home. We expect every child to read every day outside of school. Children in Early Years, Year 1 and Year 2 are expected to read for 20 minutes per day. In Years three to six, this time increases to 30 minutes.</i></p>	<p>Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.</p> <p>Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Phonics Screening Test at the end of Year 1. • Half termly RWI checks to ensure that pupils are placed within the correct teaching group and that progress is being made. <p>Reading: The school measures impact through:</p> <ul style="list-style-type: none"> • Weekly assessment against our Learning Journey Maps. • Accelerated Reader Book Quizzes to assess reading ability after children complete each book • Accelerated reader Star Reader Test to assess progress in reading-half termly • NFER testing to measure attainment against a national standardised score- Termly • Weekly Low Stake Quizzes to assess retention of skills and knowledge • Pupil Voice to assess learning