



Our Vision for Reading

“Reading is the gateway skill that makes all other learning possible” – Barack Obama

At Gotham Primary School, it is our intention and duty that **every** child not only leaves our school being able to read and comprehend, but leaves with a thirst and love of reading – one they will continue throughout their life. Children at Gotham Primary School eagerly read to learn, devouring knowledge, supporting curiosities and are hungry for more. They read books for their own pleasure, selecting different genres and authors, fiction and nonfiction – and are absorbed in books, not wanting to put them down.

Gotham Primary School values the opportunities Reading presents; it is one of the distinctive characteristics that helps to bring our curriculum alive. Reading is around us every minute and everywhere. It opens a door and allows us to see inside other worlds and cultures, from far away and long ago. It is integral in our building of knowledge – about science and scientists, history & historians, art & artists, for example. It helps us to discover and celebrate the diversity in our British culture. It nurtures our independence and makes us all think. Reading is key.

Gotham Primary School is committed to prioritising the learning of reading and fostering the desire to read in a variety of ways. The art of teaching reading is paramount; it is something we are constantly improving and has a continual fundamental role in our School Improvements, Staff training and budget. We adopt a systematic approach when learning to read - maximising this using a synthetic phonics programme (Read Write Inc. - see Phonics Progression) Children are monitored and tracked so support is swiftly applied so progress is optimised for all children

A love for reading is enhanced in many ways such as daily whole class reading sessions, listening to stories, our selection of quality books, opportunities for all children to own their own books. Children are recruited as School Librarians and organise events such as book fairs, book swaps and World Book Day. Our approach to the teaching of reading reflects our school culture, one of metacognition and self- regulation. We equip children with the tools to: activate their prior knowledge, plan, monitor and evaluate. Children reflect on their own work and the work of others so that we are:

Being the best we can be together!

Our Mission Statement.

	EYFS	KS1		KS2
Phonics (decoding / word reading)	<p>Pupils can:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>By the end of Year 1 pupils can:</p> <ul style="list-style-type: none"> - Recognise most graphemes - Use alternative pronunciations of graphemes where applicable - Blend sounds to read unknown words including words with various suffixes (-s, _es, _ing, -ed, -er, -est) - Read familiar words automatically without blending - Read a wide range of common exception words automatically without blending - Read contracted words - Read polysyllabic words - Read text that include HF words and words containing known GPCs - Read aloud accurately books that are consistent with their phonic knowledge 	<p>By the end of Year 2 pupils can:</p> <ul style="list-style-type: none"> - Automatically recognize most common graphemes - Use alternative pronunciations of graphemes - Read familiar words automatically without blending - Decode words quickly and silently - Read accurately words if two or more syllables - Read words containing common suffixes - Read a range of common exception words - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 	<p>Pupils can:</p> <ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. - Read further common exception words - Test out different pronunciations to attempt to match what they decode to words they may have already heard but may have seen in print.
	Comprehension	<p>Pupils can:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories - and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Pupils can:</p> <ul style="list-style-type: none"> - Discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently - Link what they read or have read to their own experiences - Retell key stories, fairy stories and traditional tales, and consider their characteristics - Recognise and join in with predictable phrases - Listen to/discuss rhymes and poems and recite some by heart - Discuss word meanings - Draw on what they already know 	<p>Pupils can:</p> <ul style="list-style-type: none"> - Discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading - Discuss the sequence of events in books and how items of information are related - Retell a wide range of stories, fairy stories and traditional tales - Recognise simple recurring literary language in stories and poetry - Discuss and clarify the meanings of words, linking new meanings to known vocabulary

		<ul style="list-style-type: none"> - Draw on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read - Correct inaccurate reading - Make inferences based on what is being said and done - Predict what might happen based on what has been read so far - Participate in discussion about what is read to them - Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> - Discuss their favourite words and phrases - Discuss and recite a repertoire of poems with appropriate intonation to make the meaning clear - Draw on what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read and correct inaccurate reading - Make inferences based on what is being said and done - Answer and ask questions - Predict what might happen based on what has been read so far - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves 	<ul style="list-style-type: none"> - Discuss their understanding and explain the meaning of words in context - Ask questions to improve their understanding of a text - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predict what might happen from details stated and implied - Identify main ideas drawn from more than one paragraph and summarise these - Identify key details that support the main ideas - Identify how language, structure and presentation contribute to meaning - Retrieve and record information from non-fiction - Participate in discussion about both books that are read to them and those they can read for themselves - Build on their own and others' ideas and challenge views courteously - Provide reasoned justifications for their views - Make comparisons within and across books - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Distinguish between statements of fact and opinion - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Volitional Reading	<p>Pupils:</p> <ul style="list-style-type: none"> - Enjoy listening to stories and poems read to them by an adult - Enjoy looking at a book or other printed text with someone else - Have some favourite books, rhymes or poems - Repeat words and phrases from familiar stories - Show interest in illustrations and print in books and print in the environment - Enjoy looking at book independently 	<p>Pupils:</p> <ul style="list-style-type: none"> - Enjoy listening to stories and poems read to them by an adult - Choose to read and talk about their reading - Choose to read in different places around school - Choose to read at different times throughout the school day - Read for pleasure outside of school - Recommend books to others - Seek recommendations from others 		

Reading Framework Gotham Primary School IMPLEMENTATION

	EYFS	KS1	KS2
Pedagogical Approach and Strategies	<p>Literacy 'focus' book once a week Class read to by adult daily for reading for pleasure Daily modelled and shared reading Guided reading Phonics Phonics interventions</p>	<p>Daily whole class reading sessions using FFT Framework for Reading Comprehension Shared and modelled reading as a class as part of whole class reading sessions Phonics interventions Guided Reading Fluency Strategies e.g repeated oral reading 1:1 reading at least once a week for lowest 20% 1:1 reading where necessary</p>	<p>Daily whole class reading sessions using FFT Framework for Reading Comprehension Shared and modelled reading as a class as part of whole class reading sessions VIPERS skills embedded in whole class reading sessions Reading comprehension intervention Fluency Strategies e.g repeated oral reading Parent volunteers for 1:1 reading 1:1 reading as necessary for identified children</p>
Phonics	<p>A systematic, synthetic phonics programme is followed and taught daily from F2 to Y2 using Read Write Inc. F2 to Y2 are consistent with the resources used, including flash cards, phoneme charts, rhymes etc. Children are taught in their own class as well as having interventions where necessary and further challenge/extension work Phonics sessions are engaging and well-paced Guided reading sessions linked to RWI books support children.</p>		<p>Phonetically decodable books (Totem & Talisman) to support lowest 20% where required Phonics Gap Intervention</p>
Timetabling	<p>Modelled reading everyday Guided reading at least once a week 1:1 reading where required Daily shared reading for pleasure</p>	<p>Whole class reading sessions at least 4 times a week Shared reading for pleasure daily Daily phonics Guided reading 3 x a week 1:1 reading at least once a week to support lowest 20%</p>	<p>Whole class reading sessions at least 4 times a week Shared reading for pleasure daily 1:1 reading at least once a week to support lowest 20%</p>
Reading across the curriculum	<p>Across school, opportunities are used for developing reading skills in other subjects and not just in English. This may be reading nonfictional text, presentations on the Interactive Whiteboard, reading fact sheets on the chosen topic or comprehension activities. This reading might be modelled by the teacher, read in partners or independently.</p>		
Texts	<p>Phonically decodable books are used and matched to children's current phonics ability – these books are taken home and shared with parents 'Reading together' books are taken home for children engage with an adult (a book of their choice) Challenging texts are modelled by the teacher Access to 'Reading for Pleasure' books</p>	<p>Phonically decodable books are used and matched to children's current phonics ability. Book band books are then used when children are secure in phase 6 Challenging texts are modelled by the teacher Access to 'Reading for Pleasure' books Whole class reading texts are both challenging and exciting to children Whole Class Reading books selected to support reading skills and build on vocabulary. Whole Class Reading books selected to support reading skills and build on knowledge.</p>	<p>Book banded books are used as well as free reader texts. Phonically decodable books are matched to children's current phonics ability when appropriate. Challenging texts are modelled by the teacher Access to 'Reading for Pleasure' books Whole class reading texts are both challenging and exciting to children Whole Class Reading books selected to support reading skills and build on vocabulary. Whole Class Reading books selected to support reading skills and build on knowledge.</p>