

## READING INTENT

### Entitlement

At Marlborough Road, we know that research shows that children who read succeed academically, and our aim is to engender a life – long love of reading in all our children. To this end, we endeavour to introduce all our children to a wide range of classic and modern authors, to ensure that they have the stamina and the fluency to read at length and to foster a curiosity about the use of language and the love of words.

### Coherence

Taking the Statutory Framework for the EYFS and the National Curriculum as its starting points, our curriculum is carefully sequenced so that powerful knowledge of authors and texts and fluency and stamina build term by term and year by year.

### Education with Charter

Pupils are encouraged to persevere with learning that they might find difficult at first and learn that, with persistence and support from various scaffolds, they can become successful readers. They experience guided practice to ensure that they have the skills necessary for successful independent work.

### Cultural Capital

Through our library, through local libraries, through our curriculum and through books read at the end of the day, children are exposed to a wide range of genres and to classic and modern texts from a range of cultures. All children are taken to the theatre at some point within their school career, and authors are invited in to speak to the children.

### Implementation

#### Reading for Pleasure strategy

Marlborough Road is a school with reading at the heart of what it does.

All children have the opportunity to visit our school library every week, and to take home a book of their choice. Our library has been resourced in order to be attractive to children; they were consulted on what they wanted to read and it includes many “gateway” books. Class visits to our local library also take place on a yearly basis. Story time takes place at the end of every school day in all years. This enables the teacher to model expressive and fluent reading, and to focus on engagement. Books for this session are detailed on our book spine and are supplemented by teachers. They are chosen as quality texts and may also support other books read in English lessons or other curriculum areas. We ensure that books chosen are diverse and that our children are able to see themselves in them; it is important that a range of voices and viewpoints are heard (see CLPE Reflecting Realities report 2021) In EYFS, the reading area contains books that children are familiar with and have heard teachers read frequently. Book talk (recommendations, readings and discussion) takes place in each classroom at least once a week. Assemblies also focus on reading and books are shared in them, along with the rationale for their selection. Author visits are facilitated and a “Books at Breakfast Trolley” is available in Breakfast Club each day in order that books are constantly available. It is essential that this strategy is constantly refined and updated in order to maintain excitement and awareness around books and reading; to this end, adult enthusiasm and knowledge is key. We are currently in the process of

establishing our grown-ups library, in order that reading for pleasure becomes a priority throughout the school community.

## Phonics

At Marlborough Road Academy, we use a systematic synthetic phonics programme (SSP) called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, EYFS (nursery from after Christmas) and Year 1 children have daily phonics sessions in small groups where they participate in speaking, listening and phonic activities that are matched to their developing needs. Children also receive one session of age - related phonics teaching each day so that they are exposed to national expectations and are not capped. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children who are not keeping up with the programme receive additional support in the afternoons. This is to make sure that errors and misconceptions are addressed as soon as possible. Children work through the different phases, learning and developing their phonics sounds and knowledge – and begin to apply their phonic knowledge to texts in order to develop their comprehension. It is because of the integration of comprehension skills, as well as its fast pace and rigour, that RWI was chosen as a means of delivering phonics teaching at our school.

In EYFS, KS1 and KS2, children on the RWI programme are provided with a RWI home reader that is matched to the phonic phase that they are operating within. KS2 children who still require phonics input, join the appropriate RWI group and these children also receive additional support with reading on a 1:1 or small group basis during the afternoons. Leaders have invested in an online resource that provides exemplified sessions for staff training and for sharing with parents. This was selected to support parents who are unable to help their children with reading at home (47 languages are spoken at Marlborough Road Academy).

## Teaching of Reading

In EYFS, through base time and the provision, the following skills are taught:

- Listening and attending to stories
- Recognising sounds, blending and segmenting
- Discussing what they have read

For those children who have completed the RWI programme, the teaching of reading takes place from 9.00am until 9.45am on four days a week as a whole class lesson in years 1 to 6. During this session of whole class reading, a quality text is identified in our curriculum- these texts are generally linked to the upcoming writing unit, either by genre or content and this ensures that a range of texts are used. The teacher begins by explaining the vocabulary and then modelling the reading of it. They use metacognition to explain their thinking. Choral and echo reading is used to develop fluency and children are then given opportunities to paired and individually read. Discussion around what is read then takes place. The teacher then focusses on teaching the national curriculum objectives.

Skills are initially explicitly modelled to the children, and then, as per the Rosenshine principles, children receive guided practice and work collaboratively and independently to develop their expertise.

### Support for EAL/weaker readers

The majority of children will be expected to read at age related level. A few children in a year group may benefit from some extra support with the text which will involve an adult reading to or with them within the classroom. Texts may be simplified as necessary.

Children who have little or no English, or who need particular help with phonics are placed in an appropriate RWI group for the first part of the morning. For the second part of English, they are taught by an experienced TA separately, in a mixed age group. They work through the SEEMA programme, which starts with basic vocabulary knowledge – objects, feelings, colours etc. This then moves to simple sentences and when these can be spoken, simple comprehension exercises are embarked upon. Once a child has reached a basic level of comprehension, the SEEMA teacher consults with the class teacher and the SENCO, and if considered appropriate, the child returns to class. These children are in class for the rest of the day in order to immerse them in English and to maintain contact with age – related expectations.

### Impact

Our aim is that children become fluent readers by the end of Key Stage One, so that they can focus on developing comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of EYFS, Key Stage One and Two. We also use the PIRA tests each term in year groups 1 – 6. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

The English lead regularly talks to children and teaching staff in order to ascertain attitudes around reading, and senior leaders hear children read on a weekly basis.