

I am a Reader

Intent:

At Frome Vale Academy, we celebrate reading across all years and see it as one of the main foundations in a child's learning. In addition to this, we see that both fluency and enjoyment in reading are an integral part of a child's academic progress and success. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers.

At Frome Vale Academy it is our intention that our reading curriculum covers the key skills needed to become a great reader - understanding inference, retrieval of information, authorial intent, understanding of text layout to name a few. We put a high level of thought into the range of texts our children read, both within guided reading sessions and as independent readers, as our school encourages the use of a wide range of exciting and interesting vocabulary to develop our children's understanding and communication skills. The curriculum aims to provide reading opportunities (fiction and non-fiction) linked to topic learning in all year groups.

Implementation

Our school environment reflects this intent through engaging library and reading spaces being developed across the school. All children from Reception to Year 6 choose a reading book to take home and this reading book is changed weekly. Children who are not yet 'free readers', will work through our school reading scheme – these are levelled books which match the children's current reading age. We expect family at home to read these books with their child daily and make comments in their child's reading record. Each classroom will have a selection of books in their classroom which are directly linked with the class topic and books suitable for their reading age. This offers opportunities for the children to apply their reading skills across the curriculum. This is a comfortable place for children to read throughout the day.

Phonics is taught daily throughout Reception and Year 1 to develop phonological awareness, early reading and speaking and listening skills. Our Phonics delivery is in line with the government's 'Letters and Sounds' guidance to provide high quality teaching of these skills. As part of this, children have daily phonics sessions, where they participate in speaking, listening and spelling activities that are matched to their developing needs. 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 work through the different phases, learning and developing their phonics sounds and knowledge.

KS1 and KS2 children take part in daily whole-class Guided Reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. A strategic and progressive approach to the teaching of reading is in place, with reading comprehension skills being taught explicitly in all year groups. We use formative assessment purposefully, ensuring that it supports teaching and learning and promotes progress for all children.

Impact:

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

We measure the impact of our curriculum through the following methods:

A reflection on standards achieved against the planned outcomes;

Review pupil response to the questions and learning provided;

Pupil discussions and conferences about their learning;

Book scrutiny of pupils' learning across the school demonstrating the depth of understanding, progression and challenge and the tracking of standards across the curriculum.

Through the teaching of systematic phonics, our pupils become competent 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.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. By the time children leave Frome Vale Academy, they are competent readers who can recommend books to their peers, use their skills to read across the curriculum, have a thirst for reading a range of genres and participate in discussions about books. They are able to evaluate an author's use of language and the impact this can have on the reader.