

INTENT

Alignment	At Thurlby Primary Academy, we first teach pupils to read using the Read, Write, Inc scheme (see separate rationale for 'Phonics and Early Reading'). When pupils become confident and fluent readers, they begin Whole Class Reading sessions daily. By the end of Year 2, all pupils should be accessing these sessions; however, there are interventions in place for those who are significantly behind their peers. Pupils progress to understanding and enjoying a range of high-quality texts, which have been chosen based on the National Curriculum Programmes of Study. Regular reading sessions provide opportunities for encouraging and embedding reading for pleasure. The whole class texts and reading books for each year group are ambitious and reflect a range of authors, cultures and beliefs.
End Points	We are very clear about being aspirational in all year groups and the reading sessions are designed to support children with reading fluency, enjoyment and understanding of language, reading for pleasure and to facilitate confident writers, who can write for a variety of purposes.
Sequencing	Daily 30-minute reading sessions are designed to embed the reading skills and build on children's vocabulary, comprehension and reading fluency skills. The week has two different types of sessions - one focuses on the class novel and the other focuses on additional extracts. Each session should be covered at least twice during the week. Novel Sessions: <ul style="list-style-type: none"> • focus on (but not limited to) prediction, authorial intent and summarising • Include PSHE questions Additional extracts: <ul style="list-style-type: none"> • focus on (but not limited to) retrieval, inference • Read aloud Vocabulary work across the week Class teachers read the class novel aloud daily
Social Disadvantage	A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant developmental delay. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning. At Thurlby Primary Academy, we encourage pupils to develop a love of reading by having a well-stocked library and book selections available in each classroom, which are easily accessible. We actively promote the local libraries and organise events such as World Book Day and author visits. We celebrate reading effort with our reading rainbow certificates. Books are given as a reward. We have a school lending library
Local Context	Some pupils at Thurlby Primary Academy do not have access to books at home so it is vital to have a range of high-quality texts in school. Some children at Thurlby are in a position to have many books at home. Recommendations are sent each week in the school newsletter with a range of authors and text types. Some parents buy these books and children bring them to school to read and swap with friends. Children are also encouraged to find these books in local libraries. Pupils are encouraged to have not only a levelled reading book (appropriate for their age and stage), but also a book for pleasure which could be read to them. We try to get parents involved in reading events and workshops, so that they understand how to support their child with reading at home.

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Pedagogical Approaches	Children will develop their understanding of reading knowledge through daily English sessions and will have opportunities to apply what they have learned across subjects. The content of some additional extracts and novels will also give children further information or a different insight into subjects they are studying. In addition to a daily reading lesson, children in all classes have a daily story time – picture books in KS1 and novels in Year 2 and KS2. This ensures that reading is correctly modelled to children as well as giving them the opportunity to enjoy being read to. During whole class reading, children read extracts aloud repeatedly to build their fluency and prosody. This is also done through techniques such as echo and choral reading. During this time, class teachers listen to pupils read with the aim to hear every child read each week. During whole class reading, pupils read a range of texts from fiction and non-fiction. There is also a big emphasis on performance poetry. We also ensure that most writing units link to a picture book and/or curriculum topic covered. We monitor the children's reading at home and parents are encouraged to be fully active and engaged in their child's reading in order to support their child's ongoing development.
Teachers' Expert Knowledge	Teachers continual professional development is central to the success of teaching reading. All adults are trained regularly in either RWI and Fresh Start , as phonics is the primary strategy for reading. Teachers also receive regular CPD through staff meetings and on-going support from leaders. They also receive support from outside reading agencies through development days and regular reviews.
Promoting Discussion and Understanding	The lesson structure promotes regular discussion through text analysis and is structured to lead to building understanding. The immersion in the whole class text naturally facilitates discussion and enables the pupils to use high quality vocabulary.
Knowing and Remembering More	Reading skills are revisited frequently and all reading domains are covered each week. Our reading programme has been carefully constructed to present the content in a variety of ways. Echo Reading ensures that the children read the text as the author intended, which contributes to their ability to understand the text. Questions are carefully planned to cover a range of reading skills. Reading skills symbols have been created to help the children remember the main reading strategies. 'Reading dogs' help them to explain how they need to answer each type of question.
Teacher Assessment	We use formative assessment daily as a powerful and continual form of assessment for learning, as misconceptions can then be immediately addressed.

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Approach to Assessment	Termly reading assessments take place throughout the year to determine if a child is meeting age-related expectations. This is also used to inform future planning. Reading age tests take place twice a year, with lower attaining pupils completing them three times a year. These are used to unpick the difficulties pupils are having, which supports leaders in finding suitable interventions to help move pupils' reading forward.
Performance Data	In order to prepare pupils for SATs in Year 2 and 6, there are opportunities to practise papers throughout the year. End of Key Stage assessments take place at the end of the year and these results are published. In Early Years, Early Learning Goals are assessed and published. There are two ELGs for Reading: Comprehension and Word Reading. Year 1 also take part in the phonics screening test at the end of year (see separate rationale for 'Phonics and Early Reading').
Pupils' Work	We have high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride. All pupils have a reading journal. During Echo Reading, they also complete text marking to help them remember the prosody used when the text was modelled and read by the teacher. This is then used during their own performance.
Talking to Pupils	All members of the senior leadership team and, particularly, the English and Reading Leaders, talk to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. Key improvement actions can be identified as a result.

