

Reading

Intent

At Ashley Hill Multi Academy Trust, we recognise reading as a key life skill, which underpins access to the rest of the curriculum. Reading is given high priority across the curriculum and we aim to get the children off to a flying start from the very early stages through the our systematic phonics programme Read, Write, Inc. We aim for children to read words and simple sentences by the end of the Early Years Foundation Stage, become successful, fluent readers by the end of Key Stage 1 and develop a lifelong love of reading as they move through school.

Reading

Implementation

At AHMAT, children begin to learn phonics from the very start in EYFS and are given daily opportunities to develop their phonics knowledge and reading skills. On top of this, pupils receive a guided reading session where they read in a group, guided by the teacher with a book closely matched to their phonic knowledge. Where pupils require extra support with decoding in Lower Key Stage 2, they may continue to follow the Read, Write, Inc. programme.

Once children master accurate decoding, a greater emphasis is placed on comprehension. Through regular guided and shared reading, children develop a range of comprehension skills and develop a deeper understanding of books.

At AHMAT we use 'Take One Book' in EYFS and KS1 and a combined curriculum of 'Take One Book' and 'Ready, Steady, Read' to provide a structure for whole class guided reading in KS2. 'Ready Steady Read' to provide carefully crafted units of work that teach all aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts. The breadth of texts across the units of work also help to support and enhance curriculum knowledge for foundation subjects.

Steps to Read provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. The comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6. The primary aim of 'Steps to Read' is to teach reading comprehensions skills and strategies explicitly. By contrast The '*Take One Book*' scheme is effectively immerses children in one high-quality text over six weeks, allowing them to develop a deeper understanding, enjoyment, and lasting love of reading through rich discussion, creativity, and repeated exposure.

At AHMAT, we also value and encourage pupils to read for enjoyment. Children are given daily opportunities to read for pleasure. During this time, adults will support students to select books that are matched well to their reading abilities, and that interest them. Adults also listen to the bottom 20% of readers during this time. Children are encouraged to read daily at home, and to record this in their reading Journals.

Classes also enjoy an essential story time each day. During this time, teachers dedicate 15 minutes of time to read carefully chosen texts to their classes. We also provided a multitude of enrichment activities to enhance our reading curriculum, this includes author visits, World Book Day celebrations, mystery reader and our 'Reading Routes' challenges.

Reading

Impact

As a result of our high-quality reading curriculum, children make good progress from their starting points. Children enjoy listening to adults read and develop a love of reading, gaining satisfaction from their growing success in developing independence and fluency.

Reading is assessed each half term in EYFS and KS1 using Read, Write, Inc. assessments and phonics screening mock checks.

In KS2, reading is assessed termly using the Rising Stars PIRA assessments. We also use half termly fluency assessments to track the lowest 20% of readers from years 2-6.

The data gathered through these assessment practices, is used to evaluate the impact of our reading curriculum.

At AHMAT, 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 and can be seen in success across the curriculum as children progress through school.