

## Reading at SSSC

Intent

- Reading at SSSC promotes the development of fluency, phonics, phonemic awareness, vocabulary and comprehension in order for pupils to be fluent readers as they progress through their school life and, ultimately, into the wider world.
- We are committed to equipping our pupils with the skills to acquire a wide vocabulary, and an understanding of grammar and the conventions of language features in different text types.
- Pupils are encouraged to engage and explore texts as readers for enjoyment and develop the ability to gain information using a variety of genres, both fiction and non-fiction. Pupils are exposed to a wide range of texts and materials to develop readers for life who will have respect for others and boost cultural capital.
- At SSSC we aim to develop a pleasure for reading and a life-long relationship with literature.

Implementation

At SSSC we READ. READ is SSSC's acronym of Retrieval, Enjoy, Analysis and Decode. These are broken into smaller subheadings to aid the recall of the reading domains as part of the UK's reading curriculum. This includes the skills; sequence, summarise, comprehension, reading for pleasure, prediction, vocabulary, inference, explanation, fluency, phonics and phonemic awareness. These are the key areas which we feel pupils need to know and understand in order to improve their reading and comprehension of texts along with supporting 'The Simple View of Reading'.

At SSSC we aim to create a culture of reading and do this through:

**Teaching reading:**

Reading is taught four times a week throughout the school as part of the English lesson. During reading sessions pupils will either read a book independently, as part of a small group, as a class or listen to a story. The texts used may be adapted and different between groups and alternate between having a 'Word Aware' focus or 'Comprehension' focus. These tasks may include book introduction and first exposure, fluency, expression, intonation, decoding, word meaning, retrieval, inference and comprehension. Toe by Toe is used as an intervention for particular pupils identified by the Speech and Language Therapist.

Wider resources are encouraged and include:

<b>Cognition</b>		<b>Nurture</b>
<b>Primary</b>	<b>KS3 and KS4</b>	<b>KS3 and KS4</b>
Rising Stars	Scholastic 'Short Reads' and 'Close Reading'	Project X
Oxford Literacy Web	Comprehension	Rising Stars
Oxford Reading Tree and Phonics Books.	Rapid Readers Plus	
	Project X	

### **Phonics and Spelling**

We follow a synthetic phonics programme for the formal teaching of phonics and spellings through 'No Nonsense Phonics' and 'No Nonsense Spellings'. These are used in all lessons to teach pupils the strategies, knowledge and skills required to support independent reading and writing.

### **Reading for Pleasure**

At SSSC we promote reading for pleasure through adults reading aloud regularly, including in class or form time, providing time to read for all pupils and creating an environment where words count and pupils can have fun with words using the 'Word Aware Approach'.

At SSSC we have our school library which is a welcoming place for all to choose and enjoy a wide range of fiction and non-fiction books.

All pupils at SSSC have the opportunity to visit the local library in Alfreton and we promote the use of local libraries.

The whole school participates in World Book Day.

### **Reading Across the Curriculum**

We have a whole-school curriculum focus on understanding, developing and extending vocabulary and the use of the 'Word Aware Approach'. Through challenging dialogue, we develop a range of comprehension skills and answering questions in the appropriate manner. These skills including the higher-level reading skill of inference.

At SSSC:

- A range of assessment techniques are used to enable staff to plan effectively and capture learning in the moment. Through our teaching we continuously monitor pupils' progress against the curriculum, using this to inform our teaching.
- Summative assessments are completed and moderated at the end of each term to ensure target setting and assessment is consistent across the school.
- Regular planning meetings and whole school CPD sessions ensure that the curriculum is relevant, current and appropriate for the cohorts across the school.
- Individual needs are identified and responded to, so that teaching, including qualifications, are tailored to ensure they are appropriate and reflective of abilities.

Impact

- Pupils will enjoy reading and are involved in reading widely with deep understanding
- All pupils develop their fluency, vocabulary and comprehension skills.
- Pupils link their reading with their own cultural experiences and the wider world;
- Pupils reflect on their reading, develop deeper thinking and make connections to the wider world;
- Pupils are inspired to write from their own reading and they write with creativity, imagination and flair
- Pupil progress – monitored through SOLAR
- Progress towards EHCP outcomes
- External accreditation