

## READING at DULWICH WOOD

### Reading Curriculum

In EYFS/KS1, children will be developing the following skills:

- word recognition (decoding)
- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts
- make inferences from the text
- predict what might happen on the basis of what has been read so far

In KS2, the children will focus on learning the following skills:

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text



## Intent

We believe that children should enjoy reading and we promote this through high quality children's literature and attractive reading environments. We believe in developing a reading culture throughout the school by raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. High priority is given to reading throughout the school. Specific reading skills are taught both during the Literacy lesson, where the teacher is the expert reader, and whole class reading sessions (KS2) / Reading Practice sessions (Reception/KS1).

In addition to children developing a love and a passion for reading, we aim for children to:

- have a secure foundation in phonics when they leave Key Stage 1
- develop their comprehension skills and curiosity through reading
- have the fluency and comprehension skills to use reading as a tool for independent learning

## Implementation

### Reading for pleasure

All children are encouraged to read for pleasure. Each classroom has a book corner which is designed to engage the children with eye-catching materials, appealing themes or characters, and comfortable seating. All children are expected to read at home and we support parents by delivering reading workshops each year. Reluctant readers in some year groups are targeted with one to one reading, including a reading therapy dog, who visits the school every week. We use whole-school events to promote reading, such as World Book Day, book fairs, author visits and inter-house readathons.

### Early reading

In Reception and Year 1, children's reading is assessed against the EYFS framework, using the Little Wandle assessment tool every 6 weeks, as well as during reading weekly sessions with the class teacher.





### Whole class reading

In Reception and Year 1 children will have Reading Practice in small groups, three times a week, using the same decodable book to practise decoding, prosody and comprehension. The books are allocated to each group depending on the periodic phonics assessments.

From Year 2, children are explicitly taught the skills of reading (for example inference, fact retrieval, word meaning, etc.) during Whole Class Reading sessions tailored to each year group. As with writing, lessons are always in the context of a high-quality children's text. We use real books and ensure that all children have access to at least one copy between two, during the lesson. Children are taught to handle books with care and respect. All work completed during Whole Class Reading is recorded in the child's orange Reading book. From Year 2 onwards, the planning and teaching of reading is supported by the Literary Leaves.



### Reading at home

In Reception and KS1, children have access to online reading books, which will be matched to their secure Phonics level, through Big Cat. This is an opportunity for children to develop their fluency and confidence. In addition, every week they will take home a library book of their choice to develop a love of reading through quality texts.

In KS2, children take home one library book of their choice, which is levelled according to their Accelerated Reader Assessment score. In addition, children have access to online reading books through MyOn.

### Additional Support

Across the school, some children are targeted with 1:1 reading support with an adult (volunteers, teaching assistants or teachers), where necessary.



### Impact

Children's reading is assessed once a term by the teacher using the Early Years Statutory Framework and the STAR (Southwark Tracking and Assessment Record) but progress is monitored throughout the term. Teachers also use Little Wandle and Accelerated Reader assessment tools to feed into teacher assessments.

The teachers use evidence from reading sessions to make their judgements. Teacher judgements are moderated by colleagues, subject co-ordinators and phase leaders to ensure accuracy of assessment and consistency across the school.