



Reading at Powerstock School

Intent

Our ambition is that all pupils are enthusiastic, independent readers who are able to read fluently and for meaning by the time they enter secondary school. Teaching reading is at the heart of the curriculum and creating opportunities for each child to explore the world of literature is a strong characteristic of our reading planning and pedagogy. We use incrementally challenging fiction and non-fiction texts to develop pupils' vocabulary and comprehension skills. We believe that critical reading, discussing, appreciating and exploring texts is essential for learning across the curriculum and for developing writing throughout all curriculum areas. We teach our pupils to 'read as writers' and 'write as readers' so that they understand interdependence of language acquisition.

Implementation

We focus first on teaching early reading and through a daily, systematic framework (eg Letters and Sounds; Read, Write Inc). This is enhanced by an effective guided reading approach (small group and whole class) that enables pupils to decode and read for meaning. As pupils move from KS1 to KS2, planning for pedagogy is characterised by increased opportunities for developing metacognition at upper Key Stage two. Pupils are then required to think deeply about their approach to reading response and refine their methodology towards end of key stage testing. High quality texts are used throughout the school to challenge each reader, this might include ebooks with targeted language and themes to compliment the rest of the Literacy curriculum. Pupils enjoy enrichment reading by their teachers as an essential element to a lifelong love of reading.

Intervention for pupils of all abilities is at the heart of our approach to reading and as a small school we adopt a tailored approach when pupils start school. We provide a range of opportunities for pupils to read for pleasure (library; reading corners; displays; book shares; listening to stories).

Impact

Pupils make good progress from EYFS – KS2 in line with national averages. Those pupils who are disadvantaged and with SEND often make at least good or better progress in line with national benchmarks. Children are increasingly prepared for wider curriculum reading as the key of learning to allow them to access content eg. Maths problem solving and independent learning in science and humanities.

Formative and summative teacher assessments are accurate (and these are validated/informed by observations, internal/external moderation and standardised assessments). Our effective close tracking ensures that gaps in learning are addressed swiftly, demonstrated in the impact of our reading interventions and pedagogical approach. Close working with our dedicated staff ensures

children join their next class knowing their next steps and eagerly awaiting their next stage of reading.