

## **Ipsley C of E Middle School - Reading Rationale**

### **Intent**

At Ipsley C of E Middle School, reading is an essential part of our school. Reading is a fundamental skill: it is a vital everyday activity that all pupils will need in order to succeed at Ipsley and in their future beyond. To read is to learn and grow, to experience, to empathise, to understand, to marvel, to wonder, to transport us to another world. Reading is not simply the decoding of marks on a page but an experience which involves the ability to read with understanding. If reading isn't pleasurable or fulfilling, children won't choose to read, and they won't get the practice they need to become fluent readers. Therefore, a key aspect of reading at Ipsley means developing and maintaining the motivation to read.

At Ipsley, our aim is to develop enthusiastic, confident and fluent readers who can understand and are familiar with a wide range of texts. Success in reading can have a direct effect on progress in all areas of the curriculum and is therefore crucial in developing children's self-esteem, confidence and motivation. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff across the school.

All children are given the opportunity at Ipsley to read for a variety of purposes and become comfortable with a range of different writing forms and genres. Our children will see reading as an opportunity to explore their interests and to share this with others. We aim to inspire them to want to read later in life, in whatever genre or format they choose.

### **Implementation**

Reading begins from the moment children first join in Year 5 at Ipsley, with reading at the heart of our curriculum. Class readers are selected to complement their wider learning, with pupils each provided with individual copies to help them to engage with a love of reading from the outset. Guided Reading lessons are taught in KS2, allowing pupils to become familiar with a wide range of texts across different genres, with weekly reading skills each week, including the explicit teaching of fluency. These are supplemented by weekly VIPERS questions, which identify the six content domains set out in the National Curriculum (Vocabulary, Inference, Predictions, Explain, Retrieval and Summarise). This, alongside other related materials, provides children with a wealth of experiences and exposure to high quality texts that drive our curriculum. The teaching of these skills is designed to sequentially progress across Year 5 and Year 6, before being re-visited and further developed in Key Stage 3.

All pupils at Ipsley benefit from weekly library lessons where targeted reading activities and interventions are planned by their class teacher and support staff. Alongside this, pupils are given the opportunity to regularly , in read aloud to adults to further develop their fluency and confidence, using their own pupil-selected reading book from our well-stocked library. All pupils at Ipsley are provided with access to SORA, which is an award winning digital service that empowers children to discover and access age-appropriate e-books, audio books and more from the comfort of their own home.

## Assessment

In order to have a complete picture of each child as a reader, we use a range of assessment tools to support teachers effectively:

- NGRT assessments are used each term to identify a child's reading age, with individual reports created to support tailored interventions for children requiring further support. This data is then used to inform in class planning as well as interventions and further support. NGRT results are also shared with parents and carers to strengthen home-school reading partnerships, which can further benefit pupils.
- Children identified as being in the lowest 20% of readers in each year are tracked throughout the year, with rigorous and holistic support provided to help these pupils make accelerated progress. This includes additional reading support in class, targeted interventions, extra visits to the library and adapted in-class support across the curriculum.
- STAR Reading assessments are used to help accurately match pupils to reading books of the appropriate level. These are undertaken each term, giving pupils the opportunity to regularly demonstrate their progress and access increasingly complex books as they move through the school.
- Renaissance Reader is used to assess pupils' understanding of their chosen reading books, with pupils completing short quizzes once they have finished their books. This allows staff to track pupils' understanding of books, and make informed reading recommendations to help foster their love of reading. Access to Renaissance Reader is provided both in school and at home.
- PiXL assessments are used to gain an understanding of a child's reading comprehension in terms Age Related Expectations (ARE). Gap analysis is used to support reading lessons so that planning is matched appropriately to the needs of the children. This is done in line with the school assessment calendar in preparation for the end of Key Stage 2 assessments.
- Fluency is assessed using age related texts which identify the number of words per minute the child is able to read. This also informs staff on the child's prosody (reading for meaning) to ensure that they are an effective reader. This information is used to support interventions and inform in-class adaptations to best support the needs of all learners.

Reading fluency is comprised of three parts, as shown in the image below. Assessments take note of all of these areas so that teachers have a clear picture of a child's fluency.

