

READING AT THAMESIDE

“Pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.” (DfE, National Curriculum)

“There are many ways to enlarge your child’s world. Love of books is the best of all.” (Jacqueline Wilson, former Children’s Laureate)

VISION

At Thameside, we recognise that **reading is the master skill**. Our vision is that every Thameside pupil will become a competent reader so they can achieve well academically, flourish personally and function effectively in the wider world.

INTENT

Thameside staff and pupils value reading highly. ‘Read’ is one of our four curriculum drivers because we recognise that reading for purpose and for pleasure is of fundamental importance, impacting every subject in our curriculum and each pupil’s own wellbeing. Our school culture looks for every opportunity to promote and celebrate reading.

In order to be competent readers, Thameside pupils must:

- decode accurately and with automaticity
- monitor their own comprehension and self-select from a toolkit of strategies when the meaning is not immediately clear
- use key skills such as retrieval and inference to understand a writer’s message and methods
- read independently and for pleasure

Pupils who struggle with reading receive timely support which is matched to their difficulties. Staff work collaboratively with the SENCo where students have significant barriers to reading.



THAMESIDE
SCHOOL

KEY PRINCIPLES FOR READING

We believe:

Reading is the master skill of school.

The ability to read well allows pupils to access written text in all areas of the curriculum, as well as outside school.

A weak reader will be disadvantaged in all subjects throughout his/her school career and beyond.

Every pupil should leave primary school as a competent reader.

Reading for purpose and reading for pleasure are both of key importance for pupils' wellbeing, development and futures.

WHAT DO WE WANT OUR ENGLISH TEACHING TO ACHIEVE?

We follow the National Curriculum for English and therefore aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage

RESEARCH SUPPORTING THE KEY PRINCIPLES

'Closing the Reading Gap' – Quigley
'Building an Outstanding Reading School' – Clements (2017)
Scarborough's Reading Rope
Conceptual Model for Teaching Reading Comprehension - [Herts For Learning](#) (2016)

It is important to recognise:

The act of reading is complex, requiring the simultaneous combination of multiple skills and the application of background knowledge, similar to driving a car.

Pupils' access to books aged 0-5 years, as well as their home environment, impact their vocabulary and reading development.

A lack of fluency significantly impairs comprehension.

The ability to decode does not equate to comprehension.

Vocabulary and background knowledge are key to reading success. Direct instruction is required for both, especially for disadvantaged pupils. Neither are just picked up by 'osmosis'.

Pupils' will to read must be nurtured alongside their skills.

Literacy-rich classrooms with clearly explained incentives for reading (both intrinsic and extrinsic) have a significant impact of pupils' motivation.

IN ORDER TO HAVE A SUCCESSFUL READING CULTURE, OUR SCHOOLS WILL:

- Train teachers to be expert in how pupils 'learn to read' and go on to 'read to learn'
- Develop a coherent and cumulative 'reading rich' curriculum, including a reading spine and reading progression plan
- Recognise that the assessment of reading needs to be multi-faceted and develop methods of assessment accordingly
- Quickly support pupils who are struggling with reading, firstly identifying their specific difficulties and then promptly administering the most effective intervention. Schools will be pro-active and persistent with these interventions, so that every child leaves the VAT a competent reader.
- Invest in the reading environment, including a wide variety of reading materials and a school library
- Celebrate and promote reading throughout the school year, as well as on special occasions like World Book Day
- Ensure that parents have the information and resources they need to support reading at home

IN ORDER TO DEVELOP CONFIDENT READERS, OUR SCHOOLS WILL:

- Understand how children learn to read/barriers to reading and apply this knowledge to lesson delivery and individual interventions
- Continue to develop own subject knowledge, including of quality texts to recommend to their year group
- Teach, model and scaffold pupils' reading so that they become strategic and knowledgeable readers, both in English lessons and in other areas of the curriculum
- Use a range of formative and summative assessment, including hearing pupils read, group/class discussion and written evidence
- Create and maintain classrooms which facilitate and value reading
- Nurture pupils' motivation to read with purpose and pleasure, including individual book recommendations and rewards

HOW WILL WE SUPPORT STRUGGLING READERS?

Timely: Class teachers will flag concerns about pupils as soon as they arise

Accurate: Each struggling reader will be assessed using reading age appropriate methods, e.g. phonics testing, fluency/speed test, miscue analysis, vocabulary test, etc. in order to accurately identify each pupil's particular reading barrier(s)

Knowledgeable: Schools will have good knowledge of different types of reading support and will keep accurate records of which are most effective with their cohorts over time

Individualised: Support will be carefully matched to each individual's needs and delivered, as much as possible, by a subject specialist

Monitored: Pupils' entry and exit points from interventions will be measured accurately

Persistent: Specialist, targeted support for reading will be ongoing until the pupil is a competent reader