

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 competent readers, our teachers 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



Vale Academy Trust

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.

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 when 0-5 years, as well their home environment in the school years, impact their vocabulary and reading development.
- A lack of fluency significantly impairs comprehension.
- The ability to decode does not necessarily equate to comprehension.
- Vocabulary and background knowledge are key to reading success. Direct instruction is required for both, particularly for disadvantaged pupils. Neither are just picked up by 'osmosis'.
- Pupils' will to read must be nurtured alongside their skill. Literacy-rich classrooms with clearly explained incentives for reading (both intrinsic and extrinsic) have a significant impact on pupils' motivation.

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)

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

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
(National Curriculum, revised 2014)

