

Reading at Grove Street Primary School

Intent			
All children to have a secure long term, deep and adaptable understanding of effective reading which they can apply in different contexts.			
High Expectations	Modelling	Vocabulary & Oracy	Inclusion (SEND, EAL, disadvantaged)
Due to early literacy barriers on entry, we place a great significance on early reading and this carries throughout the entire school, leading to a palpable love of reading.	Teachers teach the skills needed to succeed in fluent reading by providing examples and having high expectations.	We intend to create an oracy and vocabulary rich environment. Oracy is a highly valued skill and a key learning tool. An aspect of oracy is an expectation in all of our lessons. Voice 21	The needs of all children are supported and catered for in an individualised approach. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all. Where necessary, the curriculum is adapted to meet the needs of all learners.
Knowledge and Skills		British Values	Cultural Capital
<ul style="list-style-type: none"> Read and write with confidence, fluency and understanding, applying a range of independent strategies to self-monitor and correct. Demonstrate an active interest in reading to learn and reading for pleasure. Have an interest in words and their meaning; developing a growing vocabulary in spoken and written forms. Understand a range of text types and genres and transfer this to the written form across the curriculum. Harness the powers of imagination, inventiveness and critical awareness across the curriculum. Adopt a suitable technical vocabulary to articulate their responses with clarity. 		All children have an acute understanding of British Values and how they relate to individual subject disciplines - reading a diverse diet of literature allows these concepts to be explored regularly.	Children understand how a diverse diet of reading opens up the wider world. Children value its importance and talk about why it is important. Children are exposed to different voices, perspectives and cultural experiences within their diet of literature.

Implementation		
Curriculum (Concepts, Knowledge & Skills)	Reading Across the Curriculum	Vocabulary & Oracy
We follow the statutory framework set out in the National Curriculum RWInc phonics Weekly Fluency Lesson in KS2 Talk through Stories Reading for Pleasure - reading environment, teachers who show off their love of reading, displays, daily individual reading time. Guided Reading Teacher reading to class Accelerated Reader STAR Reader Modelling	Stories are used to unlock the knowledge, skills and concepts of our curriculum and form a part of each unit in each subject discipline. Grove Street Curriculum Reading Spine has a progression of high-quality literature in each subject. Foundation subject reading visible in the classrooms (displays, working walls etc) Curriculum library filled with diverse, challenging, engaging and inspiring texts.	Oracy is expected in all lessons, including strategies such as: <ul style="list-style-type: none"> Following established talk guidelines My turn-your turn Talk Partners Sentence Stems Shared problem-solving sequence Talking Points
Inclusion	Assessment	CPD
Individualised support and challenge for all learners (SEND, EAL, Disadvantaged, Traveller). Resources targeted specific to those needs ensuring all can meet the LC. Bottom 20% targeted and supported on a daily basis through 1:1 reading, additional phonics sessions, interventions (such as Fresh Start) and discussed at each Pupil Progress Meetings.	Assessment is an integral and ubiquitous component of the curriculum. Whilst FFT data is collected and compiled twice across the year, AFL strategies and principles underpin everything we do. Reading lead conducts regular assessments to ensure speedy movement across groups in phonics. STAR Reader used half-termly to assess KS2 readers and provide a benchmark for their reading. Accelerated Reader used on a daily basis to ensure regular support and challenge in day-to-day reading.	<ul style="list-style-type: none"> Fluency Training, RWInc training, Voice 21 Half-termly subject leader training (Sarah Squared) Weekly RWInc Coaching Sessions led by Reading Lead National College Research - (e.g. Reflecting Realities, EEF, Decline by Nine, Reading Reconsidered) Coaching/observations within school Liverpool School Improvement / HMI Alan Torr / Cluster Training needs are reflective of monitoring / staff CPD meetings
Monitoring	Whole School / Parental Involvement	Cultural Capital
Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject. External validation - SIA, audits by local English expert	We celebrate our love and successes in Reading through assemblies, display, reading buddies, cluster projects, World Book Day. Parental involvement - Parental Workshops, Story Cafe (EYFS, KS1, Y3), Celebration Assemblies, Parents' Evenings	<ul style="list-style-type: none"> Trips Visitors Authors Inspirational figures Literary Heritage
Working Walls / Whole School Displays	Expectations for classroom working walls. Subject leader to ensure whole-school display board is updated termly.	



Impact		
Pupil Voice	Evidence in Knowledge and Skills	Outcomes
Children are enthusiastic about reading; they are able to talk about their favourite authors and genres, books they have previously read and books they have enjoyed across different subject areas. Children enjoy reading aloud and being read to by their teacher. Children understand what makes a good reader.	<ul style="list-style-type: none"> Children are able to read and write with confidence, fluency and understanding, applying a range of independent strategies to self-monitor and correct. Children demonstrate an active interest in reading to learn and reading for pleasure. Children have an interest in words and their meaning; developing a growing vocabulary in spoken and written forms. Children understand a range of text types and genres and transfer this to the written form across the curriculum. Children harness the powers of imagination, inventiveness and critical awareness across the curriculum. Children adopt a suitable technical vocabulary to articulate their responses with clarity. Children are able to understand and correctly utilise subject specific vocabulary. 	<ul style="list-style-type: none"> Children make excellent progress from their starting points across the curriculum. Children talk confidently about their learning. Children feel safe, calm and happy.