



Reading

Reading Curriculum

At Benson C of E Primary School, we fully understand the importance of reading as a key life skill and are dedicated to creating lifelong readers. We endeavour to deliver a Reading curriculum which enables children to become both enthusiastic and effective readers. We use a high-quality phonics scheme to deliver systematic, synthetic phonics teaching and equip children with the knowledge they need to decode and segment effectively. Our children have daily reading lessons which build on their fluency and, as this increases, they are taught comprehension skills in whole-class reading lessons. Where children are falling behind their peers, this is identified promptly and support is put into place to close gaps as fast as possible. The books used throughout the school have been carefully chosen to ensure children are exposed to high-quality, diverse texts, whether these be fiction, non-fiction or poetry. We promote a love of reading through staff modelling this themselves, children being given time to read for pleasure and opportunities such as author events and whole school events

Teaching of Reading

Children's reading journey begins with the daily teaching of Phonics, starting in Nursery and continuing through Reception and Year 1, following the Rocket Phonics scheme. Teachers make good use of whole-class story time, sharing high-quality texts and using book talk to develop comprehension skills. In Reception, children are arranged into reading groups with teachers listening to all children read at least once every week. Any additional adults available are used to listen to children on further opportunities. In Year 1, children are taught comprehension skills through small guided groups with teachers reading with a group each day while remaining groups complete comprehension activities. From Year 2 onwards, teachers deliver daily whole class reading lessons to classes. These lessons fall into one of three categories: practising fluency (through activities such as echo reading, choral reading, popcorn reading or through the teacher modelling), developing meaning of the text (which may involve planned comprehension questions) and developing comprehension skills (these involve the use of VIPERS).

Support and Adaptations for Children with SEND

Teachers make good use of a wide range of adaptations to support children with SEND. These include:

- Scaffolding
- Word banks and mats
- Pre-teaching
- Pre-reading texts
- Questioning
- Adult support
- Use of electronic devices
- Children identified as falling behind their peers take part in regular 1:1 reading to build fluency, extra phonics sessions and/or extra comprehension sessions depending on their need.
- Dyslexia Gold intervention programme

Recording of Work and Assessment

To assess reading fluency, teachers listen to children read and note their speed, ability to decode, automaticity and prosody. Depending on the age range, children will also sit comprehension assessments at regular points throughout the year, for example the use of practice SATs tests in Year 6 or Scholastic reading tests in Years 4&5. Teachers also make use of formative assessment in lessons to identify gaps, children's needs and to inform their planning.

Structure of the Reading Curriculum

The Reading curriculum has been broken down into the National Curriculum objectives across the different year groups. Teachers follow the whole-school book spine, using these high-quality texts to teach guided or whole-class reading. These texts may link to other areas of the curriculum where appropriate.

Encouraging Reading for Pleasure

Adults model passion for reading and encourage reading for pleasure. Reading is regularly promoted through the Year 6 reading ambassadors, who promote a shared love of reading, make recommendations and encourage other children to visit the library, and the weekly opening of the key stage 2 library. Throughout the school, teachers give regular opportunities for free reading and make good use of inviting and engaging class' book corners which contain a range of high-quality fiction and non-fiction. There are also regular whole school events such as the annual School Book Fair, author visits and trips and events like Extreme Reading which also inspire a love of reading and introduce children to new authors.