The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (Reading by the Age of 6)

**We aim to be one of these schools.**

We aim to be a school that confidently meets the ECaR (Every Child A Reader) standard year on year. This aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise the responsibility to send children to secondary school having mastered at least the basic elements of reading.

We aim to ensure that all children have the chance to follow an enriching curriculum by getting them reading early: learning to read → reading to learn

Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be ‘readers’, not just children who can read. Meek (1983) believes that, ‘Readers are made when they discover the activity is worth it.’

We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

**Approaches to teaching and learning**

The teaching of reading must be carefully planned to meet the needs of all of our children taking into account low literacy baselines and inconsistent home support. We recognise the importance of taking a consistent whole school approach to the teaching of reading to close any gaps and to target the highest possible number of children to attain:

- **End of FS - ELG**
- **Success in the Year 1 phonics screening.**
- **Children achieve at least expected in Year 2 reading SATs.**
- **Children achieve at least expected (secure + on Target Tracker assessments) year on year in their AREs.**
- **Children achieve at least expected on their Year 6 SATs.**
- **There are three key areas that we consider crucial for reading success:**
  1. **Reading Mileage**
  2. **Skilled adults**
  3. **Appropriate level texts (Aiming for 90% and above accuracy)**
Reading Mileage

According to Arlington et al 2008, ‘Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers’.

At Carr Manor Community School, every attempt is made to ensure that our children gain ‘reading mileage.’ This means ensuring that the children have opportunities to read wherever possible, both within Reading lessons and across the curriculum.

Throughout the school, all children are encouraged to choose books which they would like to read and are given the skills needed to choose books which are appropriate.

Opportunities for extending reading mileage at Carr Manor Community School are:

Individual Reading (1:1 reading with an adult in school)

Daily Reading Fluency

Everyone reading in class 3 – 3:15pm

Guided Reading in small groups

Reading across the creative curriculum

Independent reading

Home reading

Children should also listen to stories read aloud on a regular basis.

Appropriate Level Texts

According to Ofsted 2004, ‘Texts pupils read should match children’s proficiency so they are reading at 90% accuracy.’ At Carr Manor Community School, we understand the importance of children enjoying the reading process and how this can be impeded if the children are faced with texts which are inaccessible. Therefore, staff ensure that the texts children are reading are sufficiently accessible, so that at least 90% of the words are decodable. In addition, it is important to check that the children understand the text – reading is a ‘message getting activity’ (Clay) not simply a decoding activity.

**Accuracy rate 95-100%**. The reader is reading a text which is EASY. A high level of success will be experienced. Texts that children read independently of adult support should be of this level.

**Accuracy rate 90-94%**. The reader is reading a text which is INSTRUCTIONAL. At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be (is) appropriate for guided reading or reading with an adult.

**Accuracy rate 50-89%**. The reader is reading a text which is HARD. The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this
level should be encouraged to change their book. This might be to a book at a lower level or an easier book at the same level. The adult also might decide to read the book to the child first, share-read the book or ‘introduce’ the story and characters first – this might shift the book from hard to instructional level and enable the child to carry one with texts at this level.

**Skilled Adults**

At Carr Manor Community School, much time has been invested into the training of teaching staff and support staff so that they are equipped and confident to deliver the teaching of reading. Teaching staff and learning support staff have been trained in higher level questioning through reading and reading fluency. Children are taught to see that reading is part of their everyday life from finding their coat peg on a morning to reading the song words in singing assembly.

**The Teaching of Reading**

Across Key Stage 1 and Reception, phonics is taught daily from 1 – 1:30pm in phonics sets. Children are taught using Letters and Sounds to support planning and using Read Write inc. resources such as books to aid learning. Catch up phonics groups and phonics interventions are in place for children further up school with gaps in their phonics knowledge.

**Reception**

In Reception, reading is taught through small group guided reading session. Books are sent home weekly from the Spring term. There is a communication link with home through the school planners and teachers and staff record children’s reading objectives and next steps in their planners each time a child is read with.

**Key Stage 1 and 2.**

At Carr Manor Community School there is a whole school approach to the teaching of reading from Year 1 up to Year 6. Whilst reading skills are still taught through small guided reading sessions where appropriate, all classes also teach daily Reading Fluency. There is a whole school approach and a consistency in language in Reading Fluency. Children are taught different decoding skills as well as different question types and how to answer them.

From 3 – 3.15pm daily, all classes have a reading time. This is either for independent reading or for classes to be read to from a group story or book.

Children who are not read with regularly at home or who need to make accelerated progress in their reading, have daily reading with an adult in school. Links are made with our Secondary Phase children who come to support and read with children in the Primary Phase as well with initiatives like ‘Let Leeds Read’ who send university students to read with our children.

Reading is also taught through whole class reading lessons and as part of our English lessons.
Leadership and Monitoring

Monitoring of the teaching and learning of reading takes place through various means:

Observations of Reading Fluency and phonics teaching.

Monitoring of planning and record keeping.

One to one reading where the Literacy Leader or other Senior Leader listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage.

Learning walks to establish whether reading has been given a high profile within each classroom (displays, reading bookmarks to encourage home reading, book corners)

Evidence gathered is used to form an action plan for reading, including training requirements, support needs and resourcing.

Parental Involvement

We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage. Children take a ‘reading book’ home at least weekly.

Parents are asked to comment/sign their children’s reading record book every time their child reads at home. Teachers and TAs write comments when they hear children read individually or in guided reading. They also include guidance for parents about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are being practised and how to praise specific elements such as intonation and fluency. In upper Key Stage 2, pupils take more responsibility for logging when they have read and write a comment about what they have read.

Workshops are held each year to inform parents and carers of how we teach reading and phonics and the different skills involved. Parents and carers have the opportunity to learn alongside their children so that they can provide the best support at home.

Appendix 1

The strategies taught to be a successful reader

Concepts about print - Open front cover - Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right - Match spoken word to printed word (one-to-one correspondence)

Decoding and blending and knowledge of the alphabetic code - Sound talk words - Identify known graphemes - Break words into chunks
Self-monitoring and self-correction - Stop if it doesn’t make sense / sound right / look right - The adult should not intervene too quickly when an error is made, but allow time for the child to self-monitor.

Rereading - Reread a phrase or sentence to check, confirm, problem solve or self-correct. Have a ‘run up’ to a tricky word, get mouth ready and think about what would make sense.

Phrasing and fluency - When children are first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that ‘reading’ means ‘word reading’. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading ‘sound good’ is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.

Retrieval - Locating information in text to answer a question.

Inference and deduction - Children should be encouraged to ask their own questions about their reading. They are taught using inference training texts and activities.

Authorial awareness - Point of view, linguistic choices, structural choices and context of text.

Appendix 2

Classroom organisation and procedures

Individual / Independent reading

Children should take a reading book home at least once a week. Teachers need to monitor this, to ensure that children are choosing appropriate books for their ability and age. Children should be supported in changing their books regularly.

Children should bring their book bag, reading book and reading record book to school every day. This is important for continuity and progression when they read to adults in school or participate in independent reading (silent reading). Children who have not brought their reading book to school are sent letter or text reminders. Children who persistently forget to bring their reading books to school should have a reading book which is kept at school, as well as sending a book home.

Parents are encouraged to read with their children every day and to write in their reading record books; therefore it is important that these are checked regularly (daily if possible, especially in KS1) so that teachers can respond – a signature shows parents that we really value their contribution. Communication needs to be two-way. Teachers should write a comment at least weekly.

Older children in KS2 can take more responsibility for recording their own comments when they read at home. Parents can sign to say that their child has read.

Many of our children do not read regularly with an adult at home; therefore it is important that they have opportunities for 1:1 reading to an adult (including their teacher) in school. This has emotional
benefits, as well as allowing teachers to monitor reading and comprehension. Class reading folders monitor the frequency each child is read with, whether in a group or individually.

**Book corners and the school library**

All classrooms should have an attractive, comfortable and inviting book area. As a developing school, this is something we are working towards. There should be a range of books, fiction and non-fiction, in a variety of genres and styles and reflecting both genders and the diverse culture of our children.

The school has a growing collection of guided or group reading books, some of which are banded. There are also plans to develop a library and free readers section of our school book collection.

**Story time**

There should be regular story time every day in all classes, so that children can hear how a good reader sounds. It is a time for children to enjoy books, while providing language rich experience and opportunities to develop vocabulary and comprehension skills. While the teacher is reading and asking questions, TAs could note observations about children’s responses on stickers (to add to individual reading records).