



# Ward Green Primary School

## Approach to teaching of

### Reading



# Intent

Our Reading approach is derived from the HCAT Reading Curriculum, which is based on the National Curriculum. We endeavour to develop children who read with fluency, enjoyment, and discernment. They are exposed to a range of high-quality texts and are given opportunities to analyse, discuss and enjoy these texts fully. The LIRA approach support teachers in planning and delivering lessons which support children in meeting literal, inferential, reader response and author intent objectives, and to ensure children are given opportunities to develop these varied skills thoroughly. Our approach is underpinned by the accelerated learning approach to teaching and learning. Our curriculum is progressive, through varied objectives and texts that meet the needs of our learners. The curriculum is separated into different domains to ensure wide coverage of all reading skills. Our curriculum is designed to meet the needs of all pupils through adaptation, including those children who have additional needs.

# Implementation

Reading is taught daily at WGPS, with lessons focussing on objectives taken from our HCAT curriculum. Lessons develop reading fluency and ensure comprehension skills through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. We ensure children are exposed to a balanced diet of reading skills by covering each curriculum domain. Questioning and activities are designed with LIRA in mind, ensuring that children are exposed to high quality questioning and develop their skills as a reader. The texts taught in school are indicated by the HCAT Reading Spines, which organise texts into various genres and year groups based on lexile scoring. One reading session a week is dedicated to 'love of reading', wherein children are given opportunities to choose an age-appropriate reading book which they can read and enjoy both in class and at home. Home reading is monitored through the use of reading records, and school sets the expectation that children read at least three times a week at home, either independently or support by an adult.

# Impact

Reading lessons are marked daily, and self, peer and teacher feedback is used to ensure children are aware of their next steps. Reading is assessed at two assessment points across the academic year by teachers, who use the HCAT trackers for their year group to allocate a level and identify next steps for the pupil. These assessments are moderated in school to ensure accuracy and consistency. Every pupil is read with by an adult in school at least every half term, unless they are a priority reader who needs to read much more frequently with an adult supporting. The frequency, fluency and comprehension of reading is monitored for each child in a dedicated reading file, along with reading records being used to monitor home reading. This ensures that children are reading a book which is appropriate to their age and ability, and that they are on track with their fluency.

# Adaptations

At WGPS our curriculum is ambitious for all pupils, including those children with SEND. Each lesson will involve a main activity in which children can practice and demonstrate their understanding, and we provide scaffolds and challenges that ensure all children can access the learning at their own level. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are carefully considered and adaptations are planned to ensure the success of pupils. The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge.

Where pupils are identified with having complex needs it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil. Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. Adaptations to support individual pupils will be recorded on personal school support plans.

At WGPS we do not assume that pupils with SEND learn content better through practical work as this can cause distraction and cognitive overload rather than increase clarity or accessibility. Pupils' specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time is planned in to support need. Time is also planned to ensure pupils with SEND are pre taught vocabulary to support their understanding. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory.

## Example reading spines



### YEAR 1 SELECTED TEXTS

Below are a range of texts for year 1 to be shared and enjoyed with children to encourage a love of reading. These include fiction, poetry and non fiction.



Pool Is That You?



Funny Bones



Lost and Found



The Paper Dolls



Meesha Makes Friends



Man on the Moon



The Light house Keeper's Lunch



Eat Your Peas



Look Up



Smile Out Loud



The Storm Whale



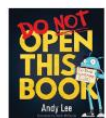
The Smeds and the Smoos



Supertato



Great Women who saved the Planet



Do Not Open this Book



How to Wash a Woolly Mammoth



Little people Big Dreams: King Charles



Paddington



Deep-Sea Voyage



### YEAR 6 SELECTED TEXTS (925-1150)

#### FICTION



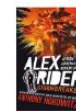
Escape From Pompeii



Arthur and the Golden Rope



The Hobbit



Alex Rider



The Arrival



The River Boy



Operation Blackout



PAX



Clockwork or all wound up



The Hunger Games



The Girl with Space in her Heart



The Boy in the Tower



Where the World Turns Wild



Rumblestar



The Night Spinner



The Tale of Beedle the Bard



Holes



Goodnight Mister Tom



Letters from the Lighthouse



Orphans of the Tide



SKELLIG



The House With Chicken Legs



When We Were Warriors



The Star-Spun Web



Windrush Child

