



Montgomery Reading Statement

Subject Lead: Vicki Simms

Intent

The National Curriculum for English aims 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 range of vocabulary and an understanding of grammar and knowledge of linguistic conventions for reading.
- Appreciate our rich and varied linguistic heritage.
- Use discussion to clearly explain their understanding and ideas.

At Montgomery Primary School, it is our intention to provide a high-quality reading curriculum that develops a real 'love of reading' and enables children to develop culturally, emotionally, intellectually and acquire the knowledge that helps them build on what they already know.

Our reading curriculum develops children's competence in word reading and comprehension and enables them to read fluently and with confidence. Alongside this, we aim to create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and are able to engage in book discussion through structured reading activities and being read to aloud.

Implementation

In EYFS, KS1 and lower KS2, we use Read, Write, Inc. to teach a structured and systematic approach to reading. Read, Write, Inc. integrates phonics with comprehension, grammar, spelling and handwriting to create confident and fluent readers. Children are taught to read letters by their sounds, blend these sounds into words and read the words in a story. Children read phonically decodable texts that match the sounds they are being explicitly taught in their phonic lessons. Individual pupils progress is tracked half termly and ensures children are consistently reading at their 'challenge' level and making maximum progress. Phonics assessments and data are also used to identify gaps in phonic knowledge and intervention groups are put in place for those not making the expected progress.

At KS2 we use the Accelerated Reader Programme (AR) to develop reading fluency and comprehension. The programme gives each child a ZPD level determined by the results of an individual star reader test. We test children half termly to ensure that they are reading at the correct level and are making maximum progress. AR is also an assessment tool which tracks pupil progress against age related expectations, in the form of a standardised score similar to SAT'S. In addition to Accelerated Reader, children are also taught the comprehension strategies that will enable them to understand and interpret written texts during weekly timetabled guided reading lessons. Skills such as making predictions, questioning the text, making connections, and summarizing (VIPERS) are taught using the

Literacy Shed Comprehension+ guided reading resources. These texts enable them to understand and analyse texts more effectively as well as providing them with the opportunity to develop critical thinking skills and engage with a wide range of ideas and perspectives. For those children who still need phonics teaching, Read, Write, Inc continues to be taught until Year 4. In Years 5 and 6 the 'Fresh Start' programme is used on a 1:1 basis to develop fluency and comprehension and fill gaps in individual phonic knowledge.

Impact

At Montgomery Primary School, the use of Read, Write Inc, Accelerated Reader and the teaching of reading through weekly structured lessons results in a reading curriculum that provides children with the foundations to become confident and fluent readers.

Children will:

- Be confident, critical, and appreciative readers.
- Make their own choices about the texts they read and be exposed to a breadth of texts and genres.
- Read fluently and talk in detail about what they have read, sharing their own ideas and opinions.
- Be read aloud to by adults and be exposed to a range of stories from different cultures and perspectives.
- Have a 'love of reading' and enjoy reading for pleasure.
- Be motivated to 'be their best'.
- Have all the skills of language essential to participating fully as a member of society.

We will measure the impact of the reading curriculum through pupil discussions and interviewing the pupils about their learning (pupil voice), regular monitoring of the teaching of reading, moderation, staff meetings with opportunities for dialogue between teachers and annual reporting and tracking of standards across the reading curriculum.

Links to Whole School Curriculum Vision

As children progress through Montgomery, they will be provided with opportunities for reading aloud. Books have been selected for teachers to read aloud to children that cover a diverse range of experiences aimed at broadening, understanding and developing empathy. These stories will help children to understand the lives of people whose experiences and perspectives may be different from their own and reflect children from all ages and backgrounds. This underpins all our 'Monty values' and encourages pupils to elicit a response to their own and others locality, environmental issues and develop an understanding of the world they live in.