

Subject on a Page



Reading

At Rolvenden, children are taught to become fluent readers through development of both language comprehension and word recognition skills. Children develop a love of reading through regular opportunities to explore and engage with a range of different texts and genres.

Reading is taught explicitly throughout the school at Rolvenden. In Foundation Stage and Key Stage One, lessons are between twenty and thirty minutes daily whilst in Key Stage Two they are thirty minutes three times a week. This is supplemented by reading activities in Talk for Writing sessions and the wider curriculum. Every class has fifteen minutes of DEAR time daily.

Intent - What do we aim to deliver?

Children have a good phonological awareness and are able to decode unfamiliar words.

Children develop a wide vocabulary which transfers to all aspects of the curriculum.

Children develop a love of reading through engaging with books from different genres, authors and cultures.

Children can articulate their opinions about books and justify their reasons.

Teachers model high level reading skills and behaviours.

Parents are engaged with the reading approach and are able to support their children's learning journey.

Implementation - How do we aim to deliver it?

All Aboard Phonics

Children in Foundation Stage and Year One are taught to read using the 'All Aboard Phonics' scheme. This is a systematic synthetic phonics programme which encompasses teaching notes for the teachers along with resources for the children such as flashcards and books.



Range of High Quality Books

Rolvenden School and library is packed full of books for children of all ages. Books for less advanced readers are grouped according to the children's phonic ability whilst more advanced children's books are grouped by genre, text difficulty and author.



Technology

Reading at Rolvenden is supported through the use of technology. We have Kindles on site which are used for both independent and group reading and use the Librosoft system to monitor books which have been read by all children.

Talk for Reading

Children from Year Two upwards are taught using the 'Talk for Reading' approach. The **introduction, investigation, independent** structure gives children the scaffolding to move from decoding, through the basic skills of fact retrieval and vocabulary acquisition through to higher level skills of inference and deduction.



VIPERS

Teachers use the VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise) questioning approach in order to help the children better understand what they are reading.

DEAR Time

Fifteen minutes of every day are dedicated to DEAR (Drop Everything and Read) in which the children are read a book from an age appropriate novel.

Impact - How will we know when we have delivered it?

High Levels of Engagement

Children develop a 'Love of Reading' and actively choose texts which are at an appropriate level for them.

Summative Assessment

In alternate terms, children sit a formal test which is analysed using the GANS system. This is used to identify the next focus for teaching.

Use across the Curriculum

Children actively read in other subjects and can use their reading skills to research and acquire new knowledge.

Wide Experiences

Children can digest a range of different genres and text types independently.

Oracy and Language

Children's vocabulary and ability to express themselves is strong and demonstrated across the curriculum.