



Reading

Intent

At Burford School, we foster a love of reading and aim for children to read easily, fluently and with good understanding. Children develop the habit of reading widely and often, for both pleasure and information. Reading expands and enhances their imagination, knowledge and understanding. Children are immersed in a reading curriculum that is rich and varied, with quality texts to develop inquisitive and thoughtful readers.

Implementation

Early Reading

We prioritise the development of early reading by putting it at the heart of our curriculum. Using robust and systematic synthetic phonics teaching, we provide an effective transition into independent reading. Phonics is an essential tool, but we are aware that, whilst phonic knowledge enables pupils to decode words, it does not teach them to understand meaning. We achieve this by providing opportunities for our pupils to sing, hear and engage with stories and rhymes, to gain an understanding of what words mean through early, verbal comprehension. These solid and secure foundations are then built upon to enable the children to be fluent, confident readers.

Phonics

Phonics is an essential ingredient in learning to read. Children begin phonics lessons on entry to the Early Years Foundation Stage. We use the Floppy Phonics teaching programme to support the daily teaching of synthetic phonics. This scheme also provides an interactive teaching tool that can be utilised in phonics sessions.

Reading Books

Phonically decodable books are introduced in EYFS in order to support every child on their reading journey towards developing a strong phonic knowledge and a love of reading. As they progress through each phonic phase, we aim for children to become proficient readers of the phonically decodable books which cover both fiction and non-fiction texts. Each fully decodable book is aligned to each child's Floppy Phonics sound journey to ensure all pupils in EYFS and KS1 move from decoding words to reading fluently and for pleasure. Each pupil's reading journey is tracked by their class teacher to ensure systematic progression. When children

complete the phonics scheme, they move from the phonically decodable books onto the Key Stage 1 banded reading scheme.

Accelerated Reader

Accelerated Reader continues to support each child's love of reading, as well as continuing to develop their fluency. Accelerated Reader is a programme that ensures that each child in Key Stage 2 (and some children from Year 2) has a reading book that will comfortably challenge them whilst supporting their comprehension, vocabulary acquisition and fluency of reading. Each half term, pupils undertake a short electronic assessment called a 'Star Test' on the Accelerated Reader platform. The 'Star Test' generates a new ZPD (Zone of Proximal Development) range from which children select their reading book. The school library has been updated in line with Accelerated Reader and contains a fantastic range of quality books, which are regularly updated with new titles to ensure that children are provided with literature that is current and exciting. After each book that they read, pupils complete an online quiz and receive immediate feedback on their comprehension of the book, which motivates them to read more. Children receive certificates to reward their reading and those who become Millionaire Readers are celebrated in assemblies and the school newsletter. They are also presented with Millionaire badges.

Class Reading

EYFS to Year One

Reading at Burford encompasses both guided group reading and whole class teaching. All children in EYFS and Year 1 demonstrate their participation through verbal contributions, drama activities and, where appropriate, written responses. Reading sessions include: sharing stories together, retrieving key information, acquiring new vocabulary, building cultural capital and developing oracy skills.

Whole Class Reading

Years Two to Six

Good comprehension draws from linguistic knowledge (in particular vocabulary and grammar) and on knowledge of the world. Children explore quality texts and extracts from a range of genres. Comprehension skills develop through pupils' experiences of high-quality discussion with the teacher and their peers and through applying and reinforcing the DERICS skills (Decode, Explain, Retrieve, Interpret, Choice and Summarise). Responses to reading and learning are regularly recorded in Reading Journals. Reading skills are transferred across the wider curriculum where children read in other subjects to gain knowledge and understanding. In addition to this, fluency and prosody are practised through reading activities such as choral, echo and individual reading. Decoding continues to be supported through

spelling lessons, incorporating phonics, syllabic and etymological understanding of words, using the Spelling Shed (EdShed) platform.

Reading Experiences

Throughout the year, children at Burford School take part in reading experiences to further foster a love of reading:

- Author workshops and talks (2022/3- Mini Grey, Vashti Hardy, Jack Meggitt-Phillips, Rob Biddulph; 2023/24 – Sam Copeland, Hannah Gold)
- Events for World Book Day, including 'Buddy Reading' with children in other year groups
- Book swaps
- National Poetry Day
- A reading bulletin entitled 'Burford Reads' is published termly for parents and children to read. This contains book recommendations and updates on activities such as recent author visits.
- Some school trips are linked to reading, such as the Year 2 visit to the local Roald Dahl Museum

Impact

The impact of our reading curriculum is clear: progress, sustained learning and transferrable skills. Pupils will make at least good progress from their individual starting points. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school. By the time that pupils leave Burford School at the end of Key Stage 2, they will be able to apply their reading skills across the Key Stage 3 curriculum and will transition to Secondary School appreciating the craft of the author and having a love for reading. At Burford School, progress is tracked using a range of evidence.

- Year One Phonics Screening Check
- Statutory Tests (SATs) in Year 6
- Half termly standardised 'Star Tests'
- Accelerated Reader Quiz Results
- Termly Pixl Reading Assessments
- Work in Reading Journals
- Reading Book Looks and Pupil Voice surveys
- Guided reading learning walk

Pupil Voice

'I think reading is quite amazing as there are so many things to figure out in stories and you have to put it together like a puzzle.'

'I love reading 100% as it calms me down. I like the comic style book I'm reading at the moment and there are endless possibilities of books.'

'I like reading because it helps your brain to get bigger and it's really fun to read as you can find different adventures in even just a small book.'

'It helps you with your vocabulary and you can use the words to make your writing better and when you read, you feel like the character in the book.'

'I enjoy reading as it can guide you through the future because it teaches you geography or science. I like non-fiction. Reading can give you peace and quiet.'

'Books – fiction or non-fiction – are amazing. I read all the books I can. I read because it makes me feel like I'm a different me. Burford has made me realise just how amazing reading is.'