

Reading

Intent

At Dartford Primary Academy we want to foster a love of reading, where children can not only demonstrate an understanding of what they have read, but also show enthusiasm and excitement for it. We believe that reading is an integral part of a child's learning and development and that it underpins all other learning. Therefore, reading is at the heart of the school curriculum. It is our view that every lesson is a reading lesson.

We also believe that a love of reading plays an important part in a child becoming an independent reader. At Dartford Primary Academy, we foster this by encouraging children to choose their own reading books which are not only suitable for their reading level but that also interests them. By linking our reading curriculum to the International Baccalaureate Primary Year Programme (PYP), we enable children to experience a broad range of texts and genres which in turn broadens their vocabulary and supports them in becoming more confident speakers and writers.

Our main aim at Dartford Primary Academy is to ensure that all children learn to read at least age-appropriate books regardless of their background or circumstances. We ensure this by teaching phonics lessons that are pitched to a child's individual needs and reading lessons which follow a clear progression through EYFS, Key Stage One and Key Stage Two.

Implementation

At Dartford Primary Academy, the English National Curriculum aims underpin the planning of reading and this ensures a broad and balanced curriculum that is progressive throughout the key stages. Additionally, planning and teaching are also closely linked to the PYP, where teachers match their current inquiry themes to interesting reading materials and class reader books which support our children's learning. Reading skills are taught in discrete, daily phonics and reading sessions and are then implemented across the curriculum, ensuring children are applying what they have learnt.

At Dartford Primary Academy, we have spent a lot of time researching and developing a reading spine that has been designed to give children the opportunity to have exposure to high quality texts, which are slightly above the average reading ability for their age, and which we believe should be the staple diet of all primary-aged children. The reading spine also includes a balance of genres, including: fiction, non-fiction, rhymes, raps and poetry. Additionally, we have kept cultural diversity at the forefront of our decision making when selecting books and authors. (To access our reading spine please click [here](#).)

Specific Strategies we implement to provide children with the best possible chance at learning to read and developing a love of reading:

[Phonics](#)

Story time - All children have the opportunity to hear an adult read aloud for at least fifteen minutes a day from a class reader from our reading spine

Whole class reading - In both KS1 and KS2, children take part in various whole class reading activities.

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In EYFS and KS1 the children have access to a strategy called Reading Rainbows, which can be applied to any high-quality text

In KS2 children follow a reading sequence. This reading approach uses VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing) to ensure the National Curriculum skills are covered. It also includes two days of immersion in the class reader and three days a week focusing on either: non-fiction, songs, poetry, picture books, short films, fiction from significant authors or traditional children's literature. This is to increase their exposure to high quality texts and give the children a broad and balanced reading curriculum to further promote the love of reading.

Interventions - We regularly assess reading to ensure children receive any additional support they may need. Throughout the school reading interventions are put in place to provide extra opportunities for children to develop their reading skills. Children may take part in 1:1 reading sessions where they can share their book with an adult, 1:1 phonics interventions in order to pick up on any sounds they may not know or to develop their blending skills, or they may be part of small group interventions which aim to close the gap with children who are all at a similar level.

Home reading – Every child takes a reading book home daily and we expect parents and carers to complete a home reading diary to record when they have read at home, ideally daily. For those developing their phonic skills, they will take a book matched to their current phonic ability. For those working beyond this, they follow the



Accelerated Reader scheme which provides them with recommendations for books which match their reading level. Children can then complete a quiz on the book they have read to check their comprehension skills. We believe that reading is an integral skill to learn and we strive to have a partnership between school and home so that this continues seamlessly. Children are given the opportunity to take home a reading book twice a week and these match their current reading level in order to promote progress and consolidate their reading skills. Please click [here](#) to find out more information about Accelerated Reader.

As well as a levelled reading books, children are also invited to take home a book, which promotes reading for pleasure, from our school library once a week. These books are chosen solely by the children based on their interests, and have inspired our children to widen their book choices.

As your child moves through the school the amount they try to read each night should increase. In EYFS, sharing a book with your child for ten minutes will help help them greatly. In Year One pupils should aim to read (or share a book) for 10 minutes. In Years 2 and 3 the target is 15 minutes and in Years 4, 5 and 6 it is 20 minutes.

Buster's Book Club - Children are specifically encouraged to read for an extended period of time on a Wednesday night using our Buster's Book Club reward incentive. The class who reads for the most amount of minutes each week receives a prize and this promotes collaboration between the students and encourages them to take pride in their reading. These prizes can include visits from storytelling professionals and tickets to local attractions. Also, each week, every class teacher will award one child the Star Reader of the Week Award. They receive a badge (starting from bronze and working their way through silver to gold) and they get their names put into a draw for special prizes at the end of the term. Each week the 'Readers of the Week Award' will be announced in our celebration assembly. The winning class gets to keep the Buster's Book Club trophy for the week and they get a certificate to keep in their class.



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myON - This is an online platform where the children can access thousands of high-quality, high-interest digital books and news articles which have built-in scaffolds to support readers at every level. This is another way in which we encourage children to practise their reading skills and build up their reading minutes each week. To access myON please click [here](#). All students from Nursery to Year 6 have a username and password. Please watch one of the videos below about how to use the platform [KS2](#) [KS1](#)



Impact

At Dartford Primary Academy, we use both formative and summative assessment to track children's progress and ensure we are meeting their needs in order to become confident, successful readers. We strive to create a positive reading culture and to help shape children's confidence, enthusiasm and love for reading. Children will coherently and enthusiastically discuss their learning and the books they have read and also offer opinions and recommendations to adults and their peers. We have high expectations that all children reach at least the age-related expectation at the end of each year and ensure that those with gaps in their knowledge receive appropriate support and intervention to progress towards this. Our reading curriculum is intended to ensure that all pupils are academically prepared for life beyond primary school, are immersed in a language rich environment and that they are exposed to a range of reading styles. We give children at Dartford Primary Academy the gift of reading and, in doing so, a pass to all that school and life beyond education has to offer.