

Literacy

Intent

Bullion Lane aims to provide a broad, balanced curriculum which is relevant to and widens the experiences of our children in order to prepare them for the challenges they will face and inspire a love of knowledge, learning and life.

Literacy is the gateway to success and the backbone of every subject. By speaking and listening, reading or writing, it allows children to express themselves creatively and effectively and is crucial in enabling children to engage successfully in society. At Bullion Lane, we want to ensure all of our pupils become competent speakers, readers and writers who are able to transfer these skills to every subject and to continue to develop these skills in the future.

Our whole school approach to Literacy provides complete coverage of the aims of the National Curriculum and incorporates high quality texts at its core to engage and enthuse children in their learning.

Reading

Intent

'The journey of a lifetime starts with the turning of a page'. (Rachel Anders)

This statement underpins our whole approach to reading. We believe reading is the source of success and a fundamental part of the curriculum. Learning to read opens up the door to all areas of learning and is a skill that will last a lifetime. As a school, we aim to share our love of reading and develop and ignite a passion in children for reading. We aim for children to become competent and confident readers, who are able to decode and read fluently whilst developing solid comprehension skills.

Reading is the basis for all work in school from Literacy teaching, curriculum and direct reading sessions.

Implementation

We have a comprehensive reading strategy in school, beginning with phonics and early language to guided reading sessions, independent reading and shared reading sessions, aiming to create lifelong readers.

Phonics:

As a school, we follow the Read Write Inc phonics teaching programme. This ensures children have the prerequisite skills for phonics learning developed effectively by following the Read Write Inc structured phonics programme which is tracked and assessed to ensure all children make effective progress from starting point to an end point of being a confident, independent reader. Phonics is taught daily in all EYFS and KS1 classes to targeted groups of children. Evidence of continued and consistent practice is manifest during continuous provision with indoor and outdoor phonics games and during 1:1 reading time.

Independent Reading:

As a school, we place a huge emphasis on independent reading and continuously keep our library stocked with new and exciting books for the children to read. As well as this, each classroom has a reading area with a variety of books for the children to read at their leisure. We believe independent reading is a crucial time where children can get lost in a book and enrich their passion for reading.

In order to ensure children are reading age appropriate books, we have a tracking system in place where pupils are regularly assessed using NFER and the Read Write Inc screening and matched accordingly to suitable texts to ensure a high level of challenge for all pupils.

For children in EYFS, KS1 and any children not meeting age related expectations, independent reading follows the phonics strategies of Read Write Inc. Children access a range of 'real' texts to explore books and stories and develop a love of reading from a young age alongside their early language development and beyond. This progresses into reading ORT wordless picture books and then into Read Write Inc ditties and story books from RWI. Children are heard to read individually at least once per week by a RWI trained adult.

Guided Reading:

Guided reading is seen as paramount in developing children's reading even further. It gives them the opportunity to read aloud or independently and discuss texts in a small group, inferring and deducing ideas, making predictions, summarising, discussing an author's use of language and many other essential skills in developing comprehension. These sessions occur daily across all year groups and guided reading is mapped across year groups with a range of high-quality texts available. Children in EYFS, Year 1 and 2 use RWI texts for guided reading moving onto more challenging texts as they become fluent and independent readers.

Shared/Whole Class Reading:

As well as guided reading, we also place a significant emphasis on whole class shared reading. This allows children to listen to the teacher read, which in turn helps them understand intonation and how to read fluently as well as extending their vocabulary. It also allows children to listen to the ideas of others and build upon their own, developing their comprehension, confidence and motivation to read.

Reading Intervention:

At Bullion Lane, we believe regular assessment is essential to monitor and boost the progress of children. With continuous and regular phonic assessments across the year, children who are not meeting age related expectations are targeted for personalised learning in a small group or 1:1 intervention. We use NFER tests three times throughout all year groups to determine a child's reading age and inform interventions further. We also use computer-based programs as a boost for reading such as Lexia and use Fiction Express in Year 5 and Accelerated Reader in Year 6 to develop the reading stamina, speed and the comprehension of all pupils.

Love of Reading:

We love reading ourselves and this is embedded throughout school life. We regularly share stories and reading opportunities with our children.

As a staff team, we certainly promote this love of reading from our own personal perspective.

Some ideas we use to promote a love of reading are:

- Our volunteer librarian regularly changes displays in our school library and ensures new authors and books are available
- At playtime we have a reading trolley on wheels that goes out to the KS2 yard. This is where children can enjoy stories together in their free time. .
- Books are available in our garden area at lunch and break times for children to read at their leisure.
- Accelerated Reader quizzes with certificates given as an incentive.
- Guest author visits
- Theatre and pantomime productions twice yearly- often traditional tales linked or classical texts.
- Class trips to library.
- Book clubs
- Class trips to the local bookshop where books are taken and exchanged
- Regular book recommendations for parents on the Class Dojo
- Stay and play story sessions and family learning in EYFS.
- Whole school text focus linked to classical literature.
- World Book Week.
- Assemblies around staff's favourite books