

## Reading Overview

### Intent

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At Downsview Primary School, our primary aim is to ensure that all pupils develop a profound love of literature through widespread reading for enjoyment. The National Curriculum for English emphasises that all pupils should:

- Read easily, fluently, and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.

We are passionate about fostering lifelong readers, understanding that a strong foundation in fluent reading is essential for academic success and contributes to children's creative, spiritual, and social fulfilment.

#### High-Quality Texts:

- We utilise high-quality texts from a diverse range of genres to ensure that our pupils see themselves represented in the literature they engage with.
- Additionally, we select texts that address various world and social issues, enriching our reading lessons and providing opportunities for pupils to develop curiosity while mastering the reading domains.

#### Integration with Writing:

- Our high-quality texts are integral to our writing lessons. We believe that children cannot become proficient writers without exposure to exemplary literature, which serves as a model for their own writing.

#### Reading for Pleasure:

- Beyond dedicated reading lessons, pupils are encouraged to select books of their choice, with scheduled opportunities for 'reading for pleasure' integrated into the timetable.
- Each class shares a class reading book with their teacher, creating a shared enjoyment of high-quality texts and embedding reading into the culture of our school community.

#### Extracurricular Reading Opportunities:

- We offer a variety of opportunities for pupils to enjoy books outside the classroom, including:

- A reading shed
- A book vending machine
- Reading sessions with residents at the local care home
- Author visits

Through these initiatives, we strive to create an environment where reading is celebrated and valued, fostering a community of enthusiastic readers at Downsview.

## Implementation

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We have curated and fine-tuned our own Downsview Reading Journey, which aligns with the national curriculum and is bespoke to our demographic of families.

### Reading Lessons:

- Our reading lessons focus on teaching pupils to use a variety of reading strategies, including predicting, inferencing, questioning, making links, retrieving, summarising, clarifying, and evaluating.
- A new strategy is introduced each week, and pupils are explicitly taught how to answer questions derived from the focus strategy.
- Lessons begin with the introduction of new vocabulary, which is displayed prominently. Following this, a portion of the chapter is read, and the teacher models how to answer a related question.
- Pupils are then given the opportunity to orally rehearse a question posed to them with their partner, followed by partner reading. Each pupil is provided with a comprehension question and a challenge based on what they have read.
- This type of reading lesson is delivered twice a week, complemented by a comprehension lesson that incorporates a range of strategies once a week.

### Stand-alone Reading Lessons:

- Stand-alone reading lessons are included once a week, featuring either a short non-fiction text or a poem. At Downsview, we believe that the more opportunities pupils have to engage with different texts, the greater their knowledge and understanding will be.
- Furthermore, regularly reading a variety of genres supports writing composition.

### End of Key Stage 1:

- At the end of Year 2, pupils are introduced to the reading domains, if they are ready, using quality texts to develop the skills taught in the Downsview Reading Journey.

#### Key Stage 2:

- Each class is assigned a quality text each term, allowing pupils sufficient time to digest the text and develop their reading skills and strategies.
- In Year 6, a new text is introduced every half term, as they use the same text for both reading and writing. This approach enables them to cover more content in a shorter time frame.

#### Integration with Writing:

- Our reading books provide excellent sentence structures, language, and composition for writing. Consequently, we imitate elements from our reading materials and use them to innovate our own pieces during our Talk for Writing sessions.

|                                                     | Autumn 1                                                                                               | Autumn 2 | Spring 1                                                    | Spring 2                      | Summer 1                                   | Summer 2                               |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------|-------------------------------|--------------------------------------------|----------------------------------------|
| Year 3<br><a href="#">Year 3 Reading Statements</a> | The Wild Way Home<br>(History)                                                                         |          | Boy in the back of<br>the classroom<br>(Displacement)       | The Wild Robot<br>(Adventure) | The Wild Robot<br>continued<br>(Adventure) | Kensuke's Kingdom<br>(Vocabulary Rich) |
| Year 4<br><a href="#">Year 4 Reading Statements</a> | Girl of the Ink and Stars<br>(Vocabulary Rich)<br>No Ballet shoes in Syria<br>(Modern Issues)          |          | Faraway Truth<br>(Equality and addressing modern<br>issues) |                               | Asha and the Spirit bird<br>(Diversity)    |                                        |
| Year 5<br><a href="#">Year 5 Reading statements</a> | Wonder<br>(Focus on equality)                                                                          |          | Varjak Paw<br>(Vocabulary Rich)                             |                               | The London Eye Mystery<br>(Adventure)      |                                        |
| Year 6<br><a href="#">Year 6 Reading Statements</a> | The Hunger Games- rich vocabulary<br>Me my Dad and the End of the Rainbow<br>(Diversity and inclusion) |          | Once<br>(Morality and human dignity)                        |                               | Holes<br>(Choices, fate and destiny)       |                                        |

## Impact

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At Downsview, our reading curriculum undergoes regular reviews to provide insights into effective practices and identify areas for improvement.

### Assessment Practices:

**Formative and Summative Assessments:** Teachers utilise both formative and summative assessments to gauge pupil progress. The Downsview Reading Journey is designed to incorporate assessment opportunities within each lesson, fostering collaborative learning among pupils.

**Summative Assessments:** These are conducted every term for Years 1 to 5, and every half term for Year 6. The results are analysed through a gap analysis, which highlights individual needs and common themes across year groups.

### Cultivating a Reading Culture:

Through the continuous evolution of our reading culture, we aim to instil a lifelong love of learning in our pupils. Our ethos is to nurture curious and engaged learners who are enthusiastic about reading a diverse range of books.

We believe that fostering a passion for reading is a foundational element for success both in and out of school. Our approach not only enhances academic achievement but also prepares pupils to become valued members of society.