

At Windmill Hill Academy, we inspire pupils to be passionate lifelong learners by providing them with an ambitious broad and balanced curriculum, with the inclusion of a variety of enrichments, which will inspire them to have high aspirations. We inspire all learners to have strong desire to know or learn something and questioning their learning experiences to find out more. Throughout each year group and across the curriculum, pupils will make sustained progress, develop excellent knowledge, understanding and skills, regardless of their different starting points and backgrounds.

Subject	Reading
Overall curriculum	<p>An Daras Multi Academy Trust has used the latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capability mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</p> <p>Through reading at Windmill Hill Academy, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p> <p>Windmill Hill Academy's intent is that every child will learn to read, regardless of background, needs or abilities. We want our children to be fluent, confident readers as soon as possible to allow them to properly comprehend a wide range of books. They will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and develop a genuine love of reading and a keen interest in a range of texts.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any ‘reasonable adjustments’ needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p> <p>In EYFS, all areas of learning and development are important and interconnected. These are stipulated in the ‘Statutory framework for the early years foundation stage’. The most relevant statements for reading are taken from the following areas of learning:</p> <ul style="list-style-type: none"> ▪ Communication and Language ▪ Literacy
Pedagogy	<p>Our Reading curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE, and SKILLS.</p> <p>These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions</p>

beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three **equally important** themes.

Wisdom

Children's wisdom is developed in the following ways:

- Taking part in debates linked to the themes and concepts studied.
- Using class discussions to explore story themes.
- Through learning how to make contributions to discussion in class about the genre, themes, grammar, author choices during guided reading sessions, justifying opinions.
- Making connections between texts read, author's studied, genres – using prior learning to make and secure these links.

Knowledge

Children's knowledge is built through:

- Exploring a range of reading from a range of authors and genres.

Capabilities

We place an emphasis on becoming a fluent reader as early as possible and then developing a love of reading through exploring a range of authors and genres. We give children the opportunities to write daily and at length in a range of styles. A variety of teaching approaches are used:

- Teacher presentations, story-telling, drama, role play, guest speakers
- Quizzes
- Discussions and debates
- Individual and group activities

We teach early reading through the validated systematic, synthetic phonics programme 'Little Wandle Letters and Sounds Revised'.

This begins right at the start of Reception and continues in Year One to ensure children become fluent readers.

Once the children are able to read with a good level of fluency, they then begin to access Accelerated Reader (AR). Accelerated Reader ensures that children are accessing books which are suitable for their level of reading fluency and comprehension skills.

At Windmill Hill Academy, we want children to develop a love of reading and create an ethos that encourages reading for pleasure. We have a structured approach to the teaching of reading and aim to develop confident readers who enjoy a wide range of texts.

	<p>Children regularly share books as a class, in groups and individually. We work with children to develop their understanding of texts through guided reading and whole class comprehension activities and have introduced 'Reading Vipers' to focus on the key areas of comprehension.</p> <p>Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).</p> <p>Reading for Pleasure remains a whole school priority. We believe that a whole school 'Reading for Pleasure' culture must be planned for and promoted throughout the school in a variety of ways, ensuring that all children have the opportunity to develop that real love of reading. Every day the teachers read aloud the class book to the children. These texts are chosen carefully so there is a range of high quality, diverse texts to engage the children and appeal to a range of children. When reading aloud, they do not stop unnecessarily to ask clarification/comprehension questions. Instead, they allow the story to weave its own magic, only pausing occasionally where necessary to define any important vocabulary.</p> <p>Children have daily opportunities for regular reading both independently, in pairs and groups. This also includes opportunities for having a weekly book swap with pupils from another class. Teachers promote reading for pleasure through making recommendations and informal book talk.</p> <p>Careful recording of what the children's reading diet includes happens regularly so staff are able to monitor, develop and extend this as and when appropriate. Book corners are well used, inviting spaces with a limited number of high-quality texts that children are able to borrow.</p> <p>Books are also sourced from the Cornwall Library service to supplement the selection within class libraries and the school library.</p> <p>We really value the importance of home reading and have a reading initiative called 'Reading karate'. The aim is to encourage and inspire children to read regularly at home in a fun way, boosting the child's self-image as a reader and developing their reading skills and strategies.</p>
<p>Assessment</p>	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is used to monitor progress and to identify any child needing additional support as soon as they need it.</p> <p>Formative</p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is carried out daily within class to identify children needing keep-up support. All sessions should begin with a recap/recall of previous learning. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning,</p>

	<p>and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils' progress for final summative assessments. It is the responsibility of the class teacher to assess all pupils in their class, this will be triangulated with marking, TA feedback and pupil self-assessment. Any misconceptions are addressed with immediacy and the impact of targeted teaching reviewed.</p> <p>Summative</p> <p>It is the responsibility of the class teacher to assess all pupils in their class.</p> <ul style="list-style-type: none"> ▪ Each child is assessed termly, against the NC criteria and recorded on iTrack. ▪ Statutory assessments take place at the end of Year 1 and Year 6. ▪ Assessments are recorded six times a year in phonics. ▪ Summative assessments are carefully analysed to make sure that all children and groups are progressing well and achieving their potential. ▪ Accelerated Reader: Pupils complete a comprehension quiz at the end of every book read and also a Star Reader assessment every half term . <p>In EYFS, the level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). These are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.</p> <p>When assessing pupils with SEND, there will be carefully planned opportunities in order for them to demonstrate what they know and are able to do, using alternative means where necessary. Where a pupil is unable to use particular types of equipment, assessment of attainment will be based on understanding of the processes used as demonstrated through oral and written responses or, where possible, through the use of alternative equipment.</p>
<p>Culture</p>	<p>Reading is at the heart of our whole curriculum underpinning every subject area. We want every child to read widely, and to gain a rich knowledge across the curriculum. By offering a wide range of texts, we aim to broaden their minds and experiences to allow them to empathise with the world in which they live and support the development of their cultural capital.</p> <p>It is our intention that the children at our school will become passionate life-long readers. As part of this commitment, we expect our children to read regularly with an adult home using both a decodable reading practice book as well as a sharing book to read for pleasure.</p>

	<p>Reading is such an important life skill that it is imperative we enable them to become independent readers who can easily process information, fully engage in all learning and be well prepared for their next stage of their education.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any ‘reasonable adjustments’ needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p> <p>For some activities, there may need to be a ‘parallel’ activity for pupils with SEND, so that they can work towards the same learning intentions as their peers, but in a different way. The use of technology to assist learning can remove barrier e.g. Widgeo, text readers and speech and communicator devices. Using coloured backgrounds for texts may assist dyslexic pupils.</p> <p>Because the range of hardware and software is wide and continually expanding, teachers will always seek to collaborate with the SENDCo or colleagues e.g. previous teacher, on removing barriers to learning and participation for particular pupils with SEND. Pupils will also be able to advise on the technologies that suit them best</p>
<p>Systems</p>	<p>By the end of KS1, children will be fluent at decoding, and by the age of 11, we aim for children to be able to:</p> <ul style="list-style-type: none"> ▪ read with confidence, fluency and good understanding, drawing upon a range of independent strategies to self-monitor and correct; ▪ have an interest in a wide range of reading materials and read spontaneously for enjoyment and pleasure; ▪ read confidently to acquire information; ▪ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading; ▪ meet age related expectations for reading, with the aspiration to exceed them. <p>In EYFS, the most relevant statements for phonics are taken from the following areas of learning:</p> <ul style="list-style-type: none"> ▪ Communication and Language ▪ Literacy <p>Reception Communication and Language</p> <ul style="list-style-type: none"> ▪ Learn new vocabulary ▪ Use new vocabulary through the day ▪ Engage in story times.

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

ELG

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

<p>Policies/key documents</p>	<ul style="list-style-type: none"> ▪ Phonics Policy ▪ Phonics Progression Map ▪ Reading Progression Map ▪ 7 Key areas of Reading ▪ Accelerated Reader scheme ▪ Vipers approach ▪ Reading Karate ▪ SEND Policy ▪ EYFS Long term overview <p><i>All of these can be found on our website under the curriculum/policies tab.</i></p>
<p>Perceptions from viewpoints (e.g. pupils/parents/Governors)</p>	<p>Pupil:</p> <p>The vast majority of pupils (94%) agree that they are learning a lot at this school. <i>Pupil Survey Summer 2023.</i></p> <p>“What I like about my school... Mathematics, English, science, Wild Tribe, Physical Education, breaktimes and not to forget the after-school clubs.” <i>Pupils Survey Summer 2023.</i></p> <p>“I like how they try to make lessons more fun or exciting!” <i>Pupils Survey Summer 2023.</i></p> <p>Parent:</p> <p>The vast majority of parents agree (99%) that the teaching is good. <i>Parent Survey Summer 2023.</i></p> <p>“I feel the school offers a friendly, welcoming learning environment, and in my opinion, staff do your utmost to help a child if they are having difficulties, be that with their learning, or well-being.” <i>Parent Survey Summer 2023</i></p> <p>“My child is very happy to go to school and enjoys the activities that she is given.” <i>Survey Summer 2023</i></p> <p>Staff:</p> <p>All staff agree (100%) that the children are safe at this school. <i>Staff Survey Summer 2023.</i></p> <p>All staff agree (100%) that leaders are doing all that they can to improve teaching. <i>Staff survey Summer 2023.</i></p> <p>“It is a wonderful school to work in and I am very proud of all of our achievements!” <i>Survey Summer 2023</i></p> <p>Governors:</p> <ul style="list-style-type: none"> ▪ “The school has a lovely warm, happy, inclusive feeling about it. The children appear very engaged and enthusiastic, which is evident by the work displayed on the walls and how all classes appear to have a learning thread running through, incorporating a number of visible subjects such as Maths, English Writing, Art, History etc.” <i>Governor feedback Spring 2022</i>

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