



Reading

At Co-op Academy Portland, we believe that reading is a fundamental life skill that can enhance a child's life forever. We place huge emphasis on the importance of reading and on making it a fun and enjoyable experience. Our aim is to instil a love for reading in all children by encouraging them to read widely and be exposed to a variety of genres. Reading across all subjects within the curriculum will further develop children's fluency and allow them to become both independent and reflective readers.

Independent reading

Children who follow RWI (largely EYFS to Spring Y2 pupils) take home two RWI books each week. One is the book they are currently reading in school and the other is the corresponding book bag book. Children's progression in reading is assessed by the reading leader every half term to ensure that books are closely matched to their growing phonetic development.

Once children have graduated from RWI, they take home a levelled book each week.

Pupils are assessed termly using These pupils are assessed termly by our librarian who will ensure they are reading the correct colour book band book. The book band by reading age chart supports teachers to make sure levelled books are closely matched to the child's growing reading development.

All children take home a library book to read and share at home for pleasure. Children may choose any library book they wish although staff will support them to choose something that they will enjoy.

To supplement our library stock, staff order reading for pleasure books and curriculum topic books via the SLS School Library Service.

All children have an orange reading record book that parents/ carers write in whenever they listen to their child read. Additionally, children have a purple reading record book that staff members or volunteer readers write in whenever they have listened to a child read. The reading leader analyses data in relation to pupils' independent reading rates each half term.

Phonics

At Co-op Academy Portland, we strive to provide the highest quality care and education for all our children. We aim that all children become confident, fluent readers by the end of Key Stage One. We also aim to promote a love of reading, so children become lifelong readers. We believe that children should get the best teaching possible, as quality teaching is a prerequisite to successful reading. Therefore, we have full alignment in our approach and ensure that all staff are fully trained. At Co-op Academy Portland we use the Read Write Inc (RWI) programme to get children learning to read as soon as possible. Read Write Inc is a complete systematic phonic programme. By using this programme, children will learn to read effortlessly so their energy can be put into comprehending what they read.

We follow the five core principles for teaching Read Write Inc. These are...

- Purpose– know the purpose of every activity and share it with the children
- Passion– We are passionate about teaching phonics
- Pace– Every moment is taken by teaching and learning
- Participation– Every child participates in the lesson through partner practice.
- Praise– We praise effort and progress, not ability!

Reading comprehension

Reading comprehension lessons take place in Years 2 to 6. All content domains are covered over a half term.

Books, extracts and questions are chosen carefully to match the content domain.

These include a balance of poetry, non-fiction and classic texts. At Co-op Academy Portland we follow the 'Steps to Read' programme for guided reading across KS2 , and adapt it to suit the learning needs of the children they are teaching.

Questions and pupils' answers will appear in their Guided Reading books. Although 'Steps to Read' is an extract based published scheme all of the books covered within the Guided Reading lessons can be found in our library.

Writing

Here is a video to explain Literacy Counts': <https://youtu.be/TBXESz2lyUo?si=thb9NX6dk3cHn44H>

At Co-op Academy Portland teachers use 'Literacy Counts' as our writing scheme and adapt it to suit the learning needs of the children they are teaching.

The rationale for choosing literacy counts is because it empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Several of these carefully selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum.

Literacy Counts is evidence-based teaching of writing. These units have been carefully mapped out so the entire statutory curriculum for writing is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich curriculums.

EYFS Writing Curriculum Pathway-

Cycle 1

Cycle 2

Years 1-6 Writing Curriculum Pathway

Handwriting

At Co-op Academy Portland we are very proud of our pupil's handwriting progress and take particular care in our cursive handwriting style. We use Letter-join's on-line handwriting resource and progression as the basis of our handwriting policy as it covers all the requirements of the Early Years Framework and the National Curriculum and builds fluency and stamina for writing.

At Co-op Academy Portland we teach Handwriting in isolation x2 per week we also address handwriting within our foundation subjects to consolidate key vocabulary.