



Intent - We aim to...



Foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.

Provide children with necessary life-long skills to ensure they can read confidently and with a secure understanding.

Build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents & incorporating visits from authors and booksellers.

Provide plenty of opportunities to read for pleasure.

Ensure reading is a transferable skill and that children are reading across the wider curriculum.

Develop a consistent approach to reading teaching in order to close any gaps and to target the highest number of children attaining the expected standard or higher.



Implementation - How do we achieve our aims?

We view reading as an entitlement for all, and we understand that reading is key to academic success. By placing reading at the core of our curriculum, we are instilling in children an understanding that reading is a transferable skill that will benefit them in all subjects. We ensure that children read within & outside of reading lessons, where they can read for a range of purposes: **Reading for Practice, Reading for Meaning & Reading for Pleasure.**



Reading for Practice

Reading for Meaning

Reading for Pleasure



READING FOR PRACTICE

Learning to read



A systematic approach

In Foundation Stage and KS1 we use a phonics program called 'Read Write Inc' (See Phonics On A Page) which is supported by a comprehensive scheme of reading books. All children have daily phonics or spelling sessions where they participate in speaking, listening, spelling and reading activities that are matched to current needs. Assessment opportunities are built into the program so that children make fast progress.



Daily reading practice

In Foundation & KS1, all children read aloud daily during phonics or group/whole class reading and throughout other subjects. In addition, the lowest 20% read at least once more a week with teachers, TAs and reading volunteers. Phonics is the primary focus in Foundation and KS1. Children in KS2, read during daily whole class reading and opportunities are made to read in other subjects. Those who are less fluent are heard read regularly, and the reading speed and fluency of all children across the key stage is also checked termly. KS2 teachers and teaching assistants use Reading for Pleasure time to listen to readers 1:1. This includes the more able readers too.



Support to catch up

Teachers draw upon observations and continuous assessment in phonics & assess fluency to identify those who may need additional support. Gap analysis from termly PIRA assessments are used to identify gaps and inform interventions supporting the key reading skills. Children requiring phonics intervention are carefully planned for by assessing their individual gaps and using Read Write Inc resources to support. Identified children in KS2 complete Lexia (an evidence based catch up program)



Access to appropriate books

We recognise the importance of reading at home to practice and embed reading skills. In Foundation and KS1, levelled titles are closely matched to children's phonic abilities and are used for home-reading to ensure children experience a wide breadth of reading genres. In KS2, Read Write Inc resources are accessed by those still requiring the scheme. For others, children are guided to age-appropriate books which match an appropriate level of difficulty. Teachers monitor choices to ensure texts are appropriate for reading abilities and appropriately challenging the main focus is on reading for pleasure.



Home reading tracked

Home reading is carefully tracked using reading records. Children in Foundation and KS1 work through a wide variety of books at their own pace and teachers closely monitor their progress to determine when best for children to move onto the next reading level. In KS2, children independently record their reads and teachers monitor frequency & book choices. 'Hatchies and tokens are offered as rewards.



Implementation (continued)



READING FOR MEANING

Reading to learn



Retrieval and discussion opportunities

We recognise that reading is more than practice and written comprehension, and that children should be given opportunities to discuss texts verbally. This is done through discussion time and Read Write Inc book talk in Foundation and KS1. In KS2 oral understanding is demonstrated through regular opportunities for summarising and retrieval quizzes. Themes are discussed and analysed and children are encouraged to read aloud, make predictions, and to justify their answers through well-chosen vocabulary.



Strong vocabulary development

High quality texts and passages are chosen in reading lessons, appropriate to the expectations of year groups or abilities of children. Vocabulary is explored and developed, with teachers providing opportunities to explore definitions of new words and make links between these words and known words. In KS2 children develop their use of language, which enhances their understanding of texts across the curriculum; allowing them to access more challenging texts.



Reading across the curriculum

Teachers provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotional literacy (e.g. in PSHE). Books should be used to develop and pre teach vocabulary and to 'hook' the children in to a range of learning situations.



Allocated time for free reading

We recognise that to develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. In Foundation & KS1 children make use of book corners to select books for pleasure. In KS2, children are given Reading for Pleasure time, in which they can read books of their choosing or explore texts that teachers have selected for them to try. This encourages children to make new choices. Children make recommendations to each other, and Year 6 ambassadors work with the reading lead to keep the reading profile high in the school.



Essential story time

Teachers read to children in all classes, and story time is a key part of the day. In Foundation and KS1, children have a daily reading session where books are chosen together to be celebrated and enjoyed. In KS2, children help select class reading texts, which are read to children for at least 10 minutes daily.



Clearly structured lessons

In addition to high quality phonics, Year 1 children engage in reading sessions with the focus on developing fluency, comprehension & phonic skills. In Years 2-6 we deliver daily whole class reading sessions based on comprehension. These lessons are structured to ensure the key skills we have identified as a school are taught regularly. The **key skills** we develop in reading lessons are decoding (used primarily when reading for practice), and aspects of the KS1 & KS2 reading content domains. These are shared with the children as *Reading Vipers*. In reading lessons, children read a range of whole novels and extracts and are encouraged to discuss and make connections

Skills



Decoding



Exploring Vocabulary



Skimming & Scanning



Retrieving



Inferring



Predicting



Sequencing & Summarising

Coverage



Novels



Picture Books



Non-fiction



Poetry



Film



READING FOR PLEASURE

Reading for enjoyment



Access to quality books

Across the school, children are offered high-quality books that reflect the diversity of our modern world. Our classrooms and shared areas all have book corners which include a range of fiction and non-fiction. In KS2, where children make choices more independently, the teachers are on-hand to assist by providing additional support and recommendations when needed. We also encourage children to recommend books to each other. Book prizes are given during reading events.



Impact - How will we know we achieved our aims?



By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure.

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the results of statutory assessments. Children can confidently to secondary school.

Children read for meaning and for pleasure: staff enthusiastically share texts and show themselves as readers; and parents/ visitors actively support us.

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons & beyond.

Children read in other subject areas and as a result their skills are enhanced & understanding of the world increased.

A high number of children achieve the expected standard or higher, and through target intervention, those who find reading challenging are helped to catch up.