

Resilient
Warriors

Curious
Thinkers

Ambitious
Individuals

Knowledgeable
Speakers

Excited
Learners

Global
Citizens

Reading



Intent - we aim to ...

'It's the books that you read when you're young that live with you forever.'
J.K.Rowling

...deliver daily phonics through a high quality phonics programme and consistently implement it to equip children with the skills they need to decode and become fluent readers.

...nurture a love of reading, by providing ambitious, high quality texts that excite learners to read for pleasure and encourage **curiosity**.

...provide a wide and varied vocabulary that can be applied to all areas of the curriculum and in every day life through children's spoken and written language.

...provide our children with necessary life-long skills to ensure that they can read confidently, with a secure understanding.



Implementation - how do we achieve our aims?

In Foundation Stage and Key Stage 1, we follow a systematic synthetic phonics programme, '*Read Write Inc*'. Children are placed into groups according to their ability to ensure they are appropriately supported and challenged. Children read books in school and at home that are matched to their phonic knowledge and fluency. In Foundation Stage and KSI, children read aloud daily during their small group phonic sessions.

Reading lessons in Years 2-6 are structured to allow children to develop as competent readers who can discuss and record their level of understanding. A variety of question types are used in order to challenge and support children's understanding of a text. Interventions are put into place quickly for any children new to the English language, or for those who have not passed the phonics test at the end of KSI.



Implementation - continued

We recognise the importance of reading at home to practise and embed reading skills. In Early Years and KS1, carefully banded books that match the phonics band the children are working on, are sent home for children to read. In KS2, reading books are banded according to reading age and challenge. Children choose their own text within their band.

Using high-quality texts, reading activities are carefully planned. These range from developing skimming and scanning skills to developing inference skills. Children are taught specific vocabulary and are encouraged to use this new vocabulary in their spoken and written work.

We celebrate reading for pleasure, including rewards when children have read a certain number of times at home. Further opportunities for 1:1 reading are provided within class for children who read little at home and may need additional support and encouragement.

All teachers read to their class at the end of each day to enable a passion for reading to develop. Teachers read with enthusiasm and model engagement with a text.



Impact - how will we know we have achieved our aims?

Children are reading a range of fiction and non-fiction texts with a growing reading repertoire and stamina, with children displaying a passion and enthusiasm for reading.

There is a clear link between reading and writing, which is evident in children work. There is also evidence of the children's confident use of vocabulary within their spoken language.

Children read for meaning and for pleasure and are confident, independent and lifelong readers; staff enthusiastically share texts and model good reading behaviours.

Children are 'reading ready' when transitioning to the next stage of their education. They are capable, confident and independent readers.

The % of pupils working at age-related expectations and above age-related expectations will be at least in line with national averages and will match the ambitious targets of individual children. In addition, the gap between disadvantaged and all pupils will be diminished.