



## Intent - We aim to...

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

Provide plenty of opportunities to read for pleasure in the school week.

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

Build a community of engaged readers.

Provide plenty of opportunities for pupils to read across the curriculum.

Develop consistent teaching approaches to close gaps and push pupils to become life-long lovers of reading.

## Implementation - How do we achieve this?

### We view reading as...

An entitlement for all. Reading is the key to life experiences and will open so many more doors for pupils if they have this key skill. We know that reading will benefit all pupils across the curriculum as well as beyond their educational journey.

- Reading for practice
- Reading for pleasure
- Reading for meaning

### Reading for practice: A systematic approach

In EYFS and KS1 we use the phonics programme 'Bug Club' which is supported by a comprehensive scheme of reading books provided by Collins Big Cat Letters & Sounds. All pupils have daily phonics sessions where they participate in speaking, listening, spelling and reading activities which are responsive and matched to the current needs.

### Reading for practice: Daily Reading

In EYFS and KS1, all pupils read aloud daily during phonics, group/whole class reading and throughout other subjects. Pupils read with teachers and TAs across the week and those who are in the lowest 20% are supported with extra reading sessions. The main focus in this part of the school is a development of phonics which will enable them to become fluent readers by the end of Year 2 in readiness for KS2. Pupils in KS2 read daily as well as having targeted reading sessions to further develop skills.

Again, pupils in the lowest 20% are given extra reading sessions where reading speed and fluency is developed further.

Teachers and TAs engage with reading miscue analysis, reading fluency checks, MRQ as well as NGRT and SATs papers to identify gaps/concerns.

### Reading for practice: Access to books:

- Phonics book - clear progression
- School library with a librarian
- Class book corners well stocked and updated
- CLPE Core Books
- Crystal reads—Barrington Stoke/Little Gems series for targeted support

## Implementation - continued...

### Reading for practice: Home Reading

Pupils in EYFS-Y4 have a reading record that is used across both home and school. Pupils in Y5-6 have a link book where their reading is recorded. Teachers and TAs engage with these records on a daily basis; checking for pupil engagement with reading at home. Pupils who are struggling to maintain a reading habit at home are monitored closely and parents are contacted by the school to discuss concerns and ways forward. Pupils in KS2 are expected to independently record their reading journey. Teachers and TAs monitor book choices and frequency of reading.

### Reading for meaning: Comprehension

- Group reading comprehension skills
- Whole class reading comprehension skills
- Book Talk through reading sessions as well as English lessons
- Word of the Day discussions

### Reading for pleasure: Quality texts

We ensure our pupils are offered high-quality books that reflect the diversity of the modern world. We also work to update our reading areas accordingly and that we respond to particular needs of a cohort or individual pupils.

### Reading for pleasure: Book Talk

Using Aidan Chambers' approach, pupils are given the opportunity to discuss texts, looking at likes, dislikes, puzzles, patterns and links as well as being allowed to raise questions for further discussion. Vulnerables supported with extra groups sessions with teacher. Embed guided reading whole class. Teachers respond to class need.

### Reading for pleasure: Vocabulary

High quality texts have been chosen by the English Leads for both reading and writing sessions. These texts are age appropriate and at the same time provide a good challenge for the pupils. Vocabulary is explored and developed, with teachers providing opportunities to explore definitions and links with these new words. Tier 2 vocabulary is worked on in classes.

### Reading for pleasure: Story time

Story time is a daily occurrence in our school. We see it as a key part of the timetable and it is protected time for all. A reading plan is in place to ensure coverage of texts as well as diversity.

## Impact - How do we know we've achieved our aims?

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

We believe reading is key to all learning and life beyond education. We give pupils the skills needed to transition confidently.

Children read for meaning and pleasure. Staff are enthusiastic about sharing and discussing texts and show themselves as readers.

Children read across the curriculum, enhancing skills.

Children choose their own reading and have a wide diet of text types.

Children love to read and are open to it in all areas of the curriculum.