

Reading

At Offley Endowed Primary School we believe reading is an essential life skill and reading lies at the heart of our curriculum



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 into our school: visits to our school library, links to the community library, author visits and access to books through holding annual book fairs.

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 that reading is key to academic success. By centring reading at the core of our curriculum, we are instilling in the children an understanding that reading is a transferrable 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 PLEASURE

READING FOR MEANING

READING FOR PRACTICE

Learning to read

A systematic approach

In Foundation Stage and KS1 we use the systematic synthetic phonics programme **Little Wandle** which is supported by a

comprehensive scheme of reading books provided by **Collins Big Cat Letter & Sounds**. All children have daily phonics or spelling sessions where they participate in speaking, listening, spelling and reading activities that are matched to their current needs.

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. Where phonics is a primary focus in Foundation Stage and KS1 in KS2 the focus is primarily on comprehension, as the expectation is that children will read with an appropriate level of fluency by the end of Year 2. Children in KS2, read during daily whole class reading as well as in guided reading groups, and opportunities are made to read in other subjects. Those who are less fluent are heard read regularly. Teachers and TAs use additional time to hear reading, with a particular focus on the bottom 20%.

Support to catch up

Teachers draw upon observations and continuous assessment to ensure children are challenged, and they identify those who may need additional support. Children requiring phonics intervention are carefully planned for by assessing their individual gaps and using **Little Wandle Keep Up** planning to support.

Access to appropriate books

We recognise the importance of reading at home to practise and embed reading skills. In Foundation

Stage and KS1, banded 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, books are selected by age appropriateness and text difficulty and children freely choose books. Teachers monitor choices to ensure texts are appropriate for reading abilities and appropriately challenging.

Home reading

Home reading is carefully tracked using reading records. Children in Foundation Stage 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 to the next banded reading level. In KS2 children record their '10 minute reading to an adult' homework daily and parents sign reading records. Teachers monitor frequency and book choices. All children are rewarded with dojo points for daily home reading.