

Implementation (continued)

READING FOR MEANING

Reading to learn

Daily comprehension

We consider that systematic, high quality phonics teaching is essential, but additional skills and reading opportunities are required for children to become accomplished readers. In Year 1, the children move to taking part in group reading sessions with the focus of developing fluency, comprehension and phonic skills and in Years 2-6 we deliver daily reading sessions based on comprehension and vocabulary development.

Clearly structured lessons

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 of texts read. From Year 2 onwards, reading lessons are centred around the KS1 and KS2 reading content domains: vocabulary, inference, prediction, explaining, retrieval, summarising/sequencing.

Book talk to express understanding

We recognise that reading is more than practice and written comprehension, and that children

should be given the opportunities to discuss texts verbally. This is done through small group guided reading session.

Strong vocabulary development

High quality texts and passages are chosen in reading lesson, 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.

Reading across the curriculum

Teachers provide opportunities to read in different subject areas, either to further

children's understanding of topics, or to develop their emotional literacy (e.g in PSHE)

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 all have book areas and our library is well stocked and organised. In KS2, where children make choices more independently, school staff are on-hand to assist children in selecting appropriate books.

Allocated reading time

We recognise that to develop a lifelong love of reading, reading should be encouraged, modelled and

celebrated. In Foundation Stage & KS1 children make use of book areas to select books for pleasure. In KS2 children are given reading time where they can read books of their choosing or explore recommendations from staff. This encourages children to make new choices. Children make recommendations to each other through sharing their own book reviews through written form or through verbally presenting to their class mates.

Essential story time

Teachers read to children in all classes for 10 minutes everyday. Books are chosen together and

children are encouraged to be part of the selection process.

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 result of statutory assessments, and essential skills allow children to transition to their next steps of education confidently.

Children read for meaning and for pleasure, staff enthusiastically share texts and show themselves as readers; parents and visitors to school actively support our reading vision.

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

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

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