

Subject:

Reading

At Norton and West Chinnock Primary Schools, we believe that reading is the gateway skill that makes all other learning possible. We believe reading is about practice, meaning and pleasure. Our mission is to develop our children's lifelong love of reading, appreciation of books and authors and desire for information.



Intent. We aim to:

Foster and develop 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 secure understanding.

Build a community of engaged readers who turn to reading for meaning and pleasure by engaging parents and incorporating visits to the library and bookshops.

Provide plenty of opportunities to read for pleasure.

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

Develop a consistent approach to teaching reading in order to close any gaps.



Implementation. How do we achieve our aims?

Reading is the key to success. We instill in the children that reading is a transferable skill that will benefit them in all subjects by showcasing it across the curriculum. We ensure that children read within their reading lessons as well outside of them. Our children read for a range of purposes and read to practice, to find meaning and to find pleasure.

Reading for practice: *learning to read*

A systematic approach

Read, Write, Inc is used for Phonics learning. This is supported by appropriately levelled books. All children on the programme have daily phonics teaching. Children not on the programme have daily sessions where they participate in speaking, listening, spelling and reading activities that are matched to their current needs.

Access to appropriate books

In EYFS/KS1, books are closely matched to the children phonic abilities. KS2 children who require decodable books remain on them. In KS2, teachers monitor children's choice but the children are free to select their book. A reading for pleasure book is offered to all children and online access for pupils on our RWI scheme books.

Daily reading practice

In KS1 all children read daily in their phonics session. The lowest 20% of readers read at least once more per week to an adult. By Year 2 it is expected that children read with an appropriate level of fluency and so our focus turns to comprehension. Children in KS2, read daily independently. Reading for pleasure time is used by adults to hear 1:1 readers so that children read to an adult at least once per week, with the bottom 20% at least twice. Those who are less fluent, participate in phonics intervention.

Support to catch up

Teachers use their observations and continuous assessment to ensure children are challenged or offered additional support. Children who need phonics intervention are planned and catered for.

Home reading tracked

Home reading is tracked for KS1 and KS2. Children in EYFS / KS1, work through decodable books and share a book for pleasure. In KS2, children can independently track their reads—monitored by class teachers.

Reading for Meaning: *reading to learn*

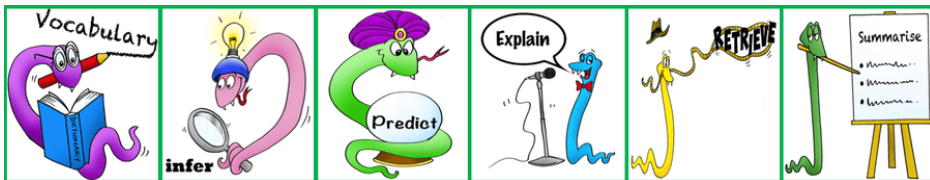
Daily Comprehension

Our RWI programme includes comprehension skills for our EYFS and KS1 learners. From Year 2 onwards, when the child has the skills to read fluently, we teach reading comprehension through whole class, small group and independent comprehension and vocabulary based tasks. They focus on range of genres. KS2 children have online access to *Read Theory* which gives them relevant comprehension tasks, and immediate feedback to complete independently.

Clearly structured lessons

Reading lessons are carefully structured to meet the needs of the class. They are set to develop children's reading fluency and confidence in reading aloud with expression. From Year 2 onwards, reading lessons are primarily centered around *Reading Vipers*:

**Vocabulary, Inference, Prediction, Explaining,
Retrieval, Summarising/Sequencing**



Vocabulary Development

High quality texts and passages are chosen in reading lessons, appropriate to the expectations of year groups or abilities of learners. Vocabulary is explored and developed, with teachers providing opportunities to explore definitions of new words and make links between these words and known synonyms. Vocabulary Ninja is used to develop vocabulary across the federation.

Curriculum Reading

Teacher provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotion literacy (e.g. in PSHE).

Reading for Pleasure: *reading for enjoyment*

Quality Books

Across the federation, children are offered high-quality texts. Our classrooms have access to books relevant to our learning and book corners are a space to read for pleasure. Our libraries are well-stocked and encourage children to make choices more independently about their books. Pupil librarians are on hand to help at break and lunch times to help children make informed choices about books, or to share books with other readers in their play times.

Independent Reading

Reading for pleasure is encouraged, modelled and celebrated from EYFS to KS2. Children are given daily reading for pleasure time and may top it up by reading and break and lunch.

Class Story

Teacher read to the children in all classes and story time is a daily slot in our time table. Children may choose the book to share, a teacher, or a new book may be on show!



Impact How will we know we have achieved our aims?

Children have enthusiasm for reading and they choose to read for pleasure. They take interest in the books that we provide.

Staff show themselves as readers, parents and visitors actively support reading. Reading is for meaning and for pleasure.

Reading is used throughout the curriculum with children knowing what it is to *read to learn*. Quality texts are used in foundation subjects.

Children choose books for pleasure and can recommend books to other readers.

A high number of children reach the expected standard, or higher.