

# Reading

Reading is making sense of text.

Golden Threads: enjoyment, phonics, fluency, prosody and comprehension  
(see VIPERS and toolkits)



## Intent

Nurture a love of reading so that the pupils are inspired and their world is opened up.

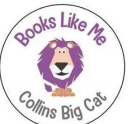
Provide children with a diverse and rich diet of reading material.

Provide a strong foundation in phonics and teach the skills needed to develop fluency.

Support and stretch all learners to improve comprehension of ambitious texts.



## Implementation



**Planning:** The teaching of reading is planned in a clear sequence building on early phonics in EYFS, moving towards being able to decode whole words, phrases, sentences and books using Little Wandle resources and books initially. Progression over time is achieved through careful tracking and monitoring, ensuring that pupils have appropriate books that they can decode independently. Quality texts are chosen in order to link to the wider curriculum forming the basis of comprehension work. Little Wandle books are used to begin with, but from Y2, most children are ready to move onto other texts, click [here](#) to see more. From reception to Y6, pupils engage in Reading Practice sessions at least three days a week in groups using engaging and age-related texts. From Y1 onwards, they also have a weekly unseen comprehension using resources from Literacy Shed and Ashley Booth.

**Recording:** Reading activities in EYFS are oral with lots of interaction and speaking and listening activities. As pupils move into KS1 they orally rehearse their answers to reading comprehension questions in readiness for more formal written responses. In KS2, pupils become more confident at recording their responses in written format, although there are still plenty of opportunities for verbal interaction over books and texts. Pupils in KS2 have reading journals to record their personal responses to texts. Reading records/diaries are used to record when children have read.

**Assessment:** In EYFS and Y1 pupils are continually monitored for their progress in phases of phonics. This data is then used to ensure they have the correct decodable books to read. This continues into Y2 and beyond with regular fluency and comprehension checks. Formative and summative assessments take place at regular and timely intervals to track progress and provide targeted intervention for any pupils who fall behind age-related expectations. Parents and staff record in reading diaries when they read with a child.

**Vocabulary:** Quality texts selected for each year group ensure that pupils are immersed in inspiring and adventurous language. This promotes confidence to use a broad range of vocabulary and pupils are encouraged to be ambitious in their word choices.

**Reading Community:** Reading is collaborative and we love reading in groups and with partners as well as independently. Parents are encouraged to read with their children at home daily - we run reading workshops for parents and carers, so they can feel confident with how to best support their child. Parents and School Readers' volunteers come into school to hear children read. Being read to is also crucial in developing a love of books, and all classes finish the day with a story time session. We have a well-stocked library and each class has a cosy reading corner. Children have access to a comfy reading area at break times too—there is a well-stocked book case in our Station House. The school also has a reading club running at certain points in the year.

### Support for children with SEND or additional needs.

Our children with SEND are supported to engage in reading activities in ways appropriate to their needs. Teachers and TAs are aware of individual targets and the needs of their children and ensure reading activities are fun, progressive and meaningful.

The list below is not exhaustive; you may see:

- |                                   |   |
|-----------------------------------|---|
| ◆ Little Wandle Catch-up sessions | ◆ Accelerad, accerewrite                            |
| ◆ Little Wandle SEN programme     | ◆ Switch On   |
| ◆ Reading Detectives              | ◆ 1:1 Precision Teaching sessions.                  |
| ◆ Immersive Reader                | ◆ 7+ High Interest Books/Big Cat group intervention |



## Impact

Children love reading and immerse themselves in books, entering different worlds that reading opens up.

Children can read a wide range of books and texts for a variety of purposes across different subjects.

Children can talk about what they have read with growing confidence.

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