

# **Reading**

## **Intent**

Through our whole school approach to reading we aim to make our children competent in the skill of reading and understanding what they have read. To also empower our children to love and appreciate reading for life.

## **Implementation**

To enable this to happen we use a range of teaching strategies and through our everyday practice we create an ethos that positively promotes reading.

Each classroom has a range of books on offer for the children to access throughout the day. In our library, children can enjoy a range of books specific to their topics, fiction and non-fiction books, a vibrant space filled with a variety of texts for all ages.

We actively encourage parents and the local community to engage and share their love of reading with the children. Parents and carers are invited to come in, we also have a range of volunteers from the local community who come in and read with the children on a regular basis.

Our love of reading is reflected in the World Book Day celebrations we have every year in which children are encouraged to dress as their favourite fictional characters and share their favourite books, ending in a book swap.

We also encourage friendships to flourish between the older and younger children throughout the school with 'Buddy Reading'. Each infant child is paired with a junior child and they spend 20 minutes together once a week reading to each other and sharing books.

## **Reading in the Foundation Stage**

In the Foundation Stage early reading and phonic knowledge is built on. The school uses Monster Phonics as a basis for phonics teaching. In September most children are ready to begin working at Phase 2 ; they will have experienced a wealth of listening activities, some children will be able to distinguish between speech sounds and be able to blend and segment sounds orally.

By the end of the first few weeks all children will have a matching game, a sound book, some keywords and a reading book to take home with their reading record. It is our aim to hear children in the Foundation Stage read every day. We encourage children to read with their grown up each evening, and parents/carers are asked to fill in their child's reading record to show this has happened and make a relevant comment.

The reading schemes in place are Monster Phonics, Oxford Reading Tree supplemented by Jelly and Bean and Bug Club. As they are ready, in preparation for Key Stage 1, and to develop a wider range of reading skills, children move onto reading books that provide additional challenge.

During the spring term children in the Foundation Stage are usually ready to access weekly Guided Reading sessions, our Rigby Star books. These sessions are led by a Teacher or Teaching Assistant and give opportunities for groups of children of a similar reading ability to read the same book individually but as part of a group.

## **Reading in Key Stage 1**

In Year 1 and 2 the predominant reading scheme is Monster Phonics and Oxford Reading Tree. This is supplemented with Jelly and Bean, Oxford Fireflies, Rapid Readers and Project X books as and when appropriate. There are a wide range of fiction and non-fiction books, and whilst children are encouraged to read Stages in

order of sections it is also important that they read books that they are interested in.

Children are heard read by a Teacher or Teaching Assistant at least twice a week, with identified children being heard read on a more frequent or even on a daily basis. Children continue to be encouraged to read every evening and parents are asked to record this in their reading record. All children in Key Stage 1 take part in a weekly Guided Reading session. Guided Reading sessions form part of our literacy morning, usually on a Wednesday.

We use a wide range of reading scheme and non-scheme books, colour coded into ability bands using the Book Band system, to teach and support reading.

Each week your child will bring home new books for them to read with you at home as they progress to becoming a fluent reader. We really encourage dialogue between home and school through a reading diary.

## **Impact**

We aim for all of our children to be lifelong readers, seeking out books for pleasure, escapism and fuelling their thirst for knowledge.

Through the quality teaching of systematic phonics, our children will become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One. Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the

impact of our reading curriculum goes beyond the results of the statutory assessments.