Reading

Intent

We value reading as a key life skill and aim to develop fluent, confident, knowledgeable and enthusiastic readers, who read widely and frequently, understand increasingly challenging texts and develop a lifelong love of reading. We recognise that reading is crucial to pupils' success across the curriculum, and we know that becoming a skilled reader requires deliberate development of word reading, fluency, vocabulary, background knowledge, comprehension and reading motivation. Through providing a language-rich environment and high-quality texts, all children will have the opportunity to develop essential reading skills. They will apply these in a range of subjects across the curriculum and, as a result, develop their curiosity about the world around them. Experiences in reading will link closely to writing, with children developing a vivid imagination, and an ambitious vocabulary. By the time children leave Longleaze Primary School, we expect that they have become fluent, and competent readers, who can recommend books to their peers, have a thirst for exploring a range of genres and participate confidently in discussions about books.

In EYFS and Key Stage 1, reading is taught through our systematic, synthetic phonics programme, *Little Wandle.* In Key Stage 2, reading is taught predominantly through a whole-class approach.

Implementation

At Longleaze, we provide learners with:

- Guided reading and whole class comprehension sessions that focus on the needs of the pupils and use a wide range of different texts, in different genres. These sessions provide the children with the opportunity to develop a range of key reading skills appropriate to their age. These skills include, retrieval of key information, inference, vocabulary, sequencing, predicting, understanding the intent of the author and making links between texts.
- Reading planning that is personalised to challenge every pupil at the relevant age and stage of their learning in addition to building on their previous learning.
- A consistent approach to teaching reading in KS2. Before a text is read, key vocabulary is discussed and learners are encouraged to used different skills to read new words and construct definitions. The focus then become fluency, this is developed through teacher modelling and repetition to help children develop fluency ad prosody. Following sessions focus on retrieval and other reading skills. These skills are modelled by the teacher, with opportunities for the children to practise and assess their confidence.
- Children who begin KS2 with gaps in their phonics knowledge are supported. Assessment to identify specific gaps continues and teaching staff have the confidence to plan interventions to close them. Some children may complete the Little Wandle 'Rapid Catch Up' planning in order to do this. Other children, who have not reached Phase 5, Set 5 in reading, will continue with daily reading practice sessions, alongside whole class sessions, to help them develop fluency and confidence.
- A wide range of reading books to read at school and take home that are changed on a regular basis. This will begin with books related to their phonics learning and develop to the learner becoming a free, independent reader. This also includes a selection of dyslexia friendly books to support those learners who need it.
- Our home learning policy states children are to read to an adult at least three times a week.
- An inviting and well-resourced library that is used regularly to encourage reading for pleasure. Learners are given the opportunity to select a book from the school library. They are responsible for this book and its safe return as well as changing it on a regular

basis. This process is monitored by class teachers.

- A list of recommended books for pupils to read in each year group.
- A selection of reading books in each classroom which will be directly linked to the class topic. These books provide pupils with the opportunity to apply their reading skills across the curriculum.
- The opportunity to be read to an adult in school regularly. For some children this may be more frequent to enhance their reading fluency and comprehension.
- We value stories and provide the opportunity for children to hear their teacher read aloud to them daily. This may be a book selected by an adult or a recommendation from a pupil.
- Reading workshops, designed to help parents and carers support their child with reading at home.
- Designated reading areas in each classroom.
- Reading events aimed to develop a love of reading. For example, 'Bears at Bedtime', book fairs, World Book Day and reading buddies in different classes.

Impact

At Longleaze, the aim of our reading provision will impact children in the following ways:

- Learners will be able to read texts fluently and with good understanding across a range of genres.
- Learners will develop the habit of reading widely and often, for both pleasure and information.
- Learners will be able to talk about books that they enjoy and make links between authors and texts.
- Learners will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Learners will be able to talk confidently and critically about what they have read and consider the author's intentions.
- Learners apply their reading confidently across a range of subjects within the Longleaze curriculum.

We monitor the impact of our reading provision through termly assessments, lesson observations, pupil voice and monitoring of reading response and reading record books.

Attainment in reading is measured in the school and reported annually. In Year 6 this is through the National SAT tests.