

Key Principles

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- to develop consistency across the school

Reading Intent Statement

***'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'** Dr Seuss*

We aim to provide children with a literacy-rich environment, high quality texts including books with diverse cultural representation in order to inspire learning and promote a life-long enjoyment of reading. We intend for all our children to read accurately, fluently develop secure comprehension skills linking these to the reading domains. Children will develop stamina and read with expression and confidence. Our structured phonics programme supports our children in applying a knowledge of phonics in order to decode unfamiliar words. Furthermore, our children will be able to develop a secure knowledge of vocabulary and grammar and be able to read a range of different types of texts. Reading is taught across the curriculum as we believe reading will enable children to access the wider curriculum. In order to ensure teaching of reading is good or outstanding, we deliver a rigorous CPD programme to ensure consistency across the school. We aim to create a love of reading, by sharing daily high quality books with our children, by reading to and with them, and by supporting our parents to make reading an enjoyable part of their daily routine.

Implementation

Medium Term Plan and Progression Map, Curriculum yearly overviews

The medium term planning and progression mapping of English will reflect exactly what content, knowledge and skills are critical for pupils to progress through the curriculum in each year. There is a clearly mapped curriculum coverage document for each year group.

Phonics

We ensure the school delivers a consistent and robust phonics programme to support early reading. We use the 'Read Write Inc' programme to teach phonics. Children receive a daily phonics lesson in which we teach them the sounds they need to decode. The programme is for all pupils in EY and KS1.

1:1 Phonics tutoring programme

We have a keep up not catch up approach to phonics and children who have been identified for extra support, work with an adult on a regular basis.

Daily Soft Start reading, independent, paired and 1:1 reading

Children start the day with a book. A perfect opportunity for the teachers and support staff to hear children read on a 1:1 basis.

Guided Reading

Children take part in regular Guided Reading lessons, where they are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. During our daily structured 'Guided Reading' lessons, children are taught very specific skills or strands of reading (content domains). We enable children to tackle comprehension through 'scaffolding questions' which addresses vocabulary development and word meaning. Children then progress to developing skills in inference and deduction. In order to further develop text meaning, Guided Reading texts are often linked to humanities and science which enable a more cross curricular approach to developing reading in the wider curriculum.

Intervention and Support

Every child deserves to be a reader and we have several reading intervention programmes running to support the children to achieve this goal.

Social Reading Environments & Class Libraries

We believe that our social reading environments are very important to enable and enthuse the children with reading. Each classroom has an inviting book corner and a wide range of reading books. Each class has a favourite Teacher's favourite book box for children to choose from. All children choose a reading book to take home and this reading book is changed weekly. In our Early Years / KS1 outdoor area we also include quiet nooks and spaces for children to read, perform and role play stories using story bags and props to enhance this. We also have role play areas in all our EY and Year 1 classes. Displays carry significant messages and we have displays around the school and in classes linked to reading, texts and authors.

Reading for Pleasure

Children are read to each day by their class teacher. This can be a book that the teacher recommends to the class or a recommendation from a child. We have year group storytime sessions to promote a love of reading and look out for online workshops or invite guest authors to inspire our children. We mark various events throughout the year including World Book Day, Roald Dahl and Shakespeare day and try to make these cross curricular and meaningful for the children. The four practices for reading for pleasure being - reading aloud, social reading environments, book talk and recommendations, and independent reading are implemented.

School Library

We have an excellent and well resourced library. All classes in KS2 and timetables to visit the library learn about how a library works and borrow books from the library on a regular basis which can be taken back to their classes to read for pleasure and for fact finding!

Topic Books

Each classroom has a selection of books which are directly linked to the class topic. They may also borrow topic books from the school library. This offers opportunities for pupils to apply their reading and research skills across the curriculum.

Reading Buddies

Children have the opportunity to take part in 'Reading Buddies', in which children from year 5 & 6 read with children from Reception and Year 1 and share a book together.

Online reading opportunities and Home School Partnership

Using Oxford Owl and Collins Big Cats to support reading and comprehension at home. All children take home regular reading books which are also linked to phonics where necessary and have a home school communication book for reading.

Keep up phonics in KS2

Children in key stage 2 who are not yet 'fluent readers', are given daily intervention sessions using "Letters and Sounds" for those in years 3, 4, 5 and 6. Children are reminded of their decoding skills when they come across unfamiliar vocabulary.

Displays

Reading displays provide a way to introduce new books and entice children into reading for pleasure. Teacher's favourite book box is displayed in each class. Library corners have books facing front and are labelled.

Teacher expectations

- To be confident about what they are teaching and understand the English skills and progression required for the different strands - Reading, Writing, handwriting, grammar, spelling.
- To use a wide range of resources that are easily accessible and well maintained.
- To plan and prepare quality first guided reading / comprehension lessons
- To use open ended questions to challenge and deepen children's thinking.
- To challenge pupils' reading skills and ensure progression throughout the school.
- To promote reading for pleasure.
- To work as a whole school to improve standards of literacy.

Professional Development

Teachers are well-supported and are continuously encouraged to pursue professional development through internal twilight sessions, observations as well as external training where needs are identified.

Impact

By the time children leave Raynham Primary School, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

Assessment

See English policy and Phonics Policy.

Monitoring and Evaluation

Monitoring and evaluation of the impact on children's learning includes regular monitoring of books by the subject coordinator, year groups mini moderations, learning and environment walks as well as half-termly progress meetings with each year group.

Equality and Inclusion

Providing equal opportunities for all the children is at the heart of teaching practice at Raynham Primary School. Activities are differentiated to ensure all the children, including PP, MABLE+, SEND and low attainers needs are met.

Links to key drivers in school:

Creative curriculum, Outdoor learning, Topic Based learning