

Reading

INTENT

At Whitnash Primary School we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers and we value the role of parents as partners in this vital task.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole federation approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success.

IMPLEMENTATION

Through Whole Class Reading, high quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills – Vocabulary work, Retrieval, summarising and inference. The teacher models how to read a text, explaining their thought processes as they are reading. This close reading of the text develops the skills the children can take forward in their own reading, becoming independent in their thinking. Children are taught to identify new vocabulary and phrases- identifying words/phrases they don't understand and strategies to fix the breakdown in meaning. They are also taught to relate the text to themselves, previous reading experiences and the world around them.

Further to modelled sessions, children have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard. Over a fortnightly period, all children will be heard to read individually, allowing the teacher to elicit the needs of children individually and identify areas for future development.

Utilising a creative curriculum approach, rich reading opportunities are provided across the curriculum, exposing children to a wide range of quality texts providing context to learning.

At Whitnash Primary we believe that regular reading at home is an important tool in developing reading skills. Levelled titles from the Read Write Inc. and Oxford Reading Tree schemes are used for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres.

Children work through the wide variety of books at their own pace, reading the majority of titles in each band. Teachers monitor their progress and determine when best for children to move onto the next band, ensuring that a range of titles have

been explored and understood. The use of the Accelerated Reader programme encourages the children to use, develop and apply their vocabulary and comprehension skills.

IMPACT

Our Read Write Inc Programme supports the children's early acquisition of phonics so that children master and embed a strong basis on which to build. This will ensure that we have children who are fluent, confident readers as they leave Key Stage 1.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident readers who can access a range of texts for pleasure and enjoyment as well as use their reading skills to unlock learning in all areas of the curriculum.

The use of quality texts through curriculum areas, through English lessons, Accelerated Reader and the inclusion of a daily story time session is key to encouraging the children to develop a love of reading and embed reading for pleasure throughout the school.

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.