



INTENT – We aim to ...

Subject on a Page: Reading



Life long passion for reading

Transferable life skills to use in all areas of school and home life

Confident readers and speakers who choose to read



## IMPLEMENTATION – How do we achieve our aims?

### Planning/Curriculum:

The teaching of early reading is directly linked to our Little Wandle phonics teaching. It is taught in 3 main parts: word reading, prosody (awareness of punctuation and expression) and understanding of language and text (comprehension). Little Wandle phonics teaches children graphemes and how to read these within words. Children all read a reading book 3 times a week that is directly matched to their phonic ability. In addition, all children are encouraged to 'read for pleasure'. Each class has a well-resourced and welcoming book corner and adults read texts and stories, from different genres and authors to children with passion and enthusiasm. Every class has a weekly timetabled session in the school library and children bring home a chosen library book that they can share or read for pleasure each week. A weekly eBook is assigned for each child to read at home, this is the same as the book they have read 3 times in class. Modelled reading takes place throughout the school day in many forms, during lessons and story times.

### Assessment:

Every time the children read in class it is monitored and recorded. These reading practise notes are constantly checked, and book levels are changed half termly. In Year 2 as children become more fluent more formal assessments can be used. These are Little Wandle fluency assessments, reading comprehension papers and access to PIRA reading assessments. Childrens progress is recorded termly on class trackers against the National curriculum and EYFS framework objectives. Teachers have access to the eBook data and can see what and how often the children in class are reading.

### Monitoring:

The Reading lead carries out learning walks, book looks and regularly observes classes in reading practice sessions. Pupil voice activities and data monitoring will be used to monitor consistency and progress. Questionnaires are given to staff for feedback. The Reading lead reports to governors twice yearly. The school governor linked to Reading is Ann-Marie Windsor, who will work alongside the Reading lead to monitor

### Home/school links:

A weekly eBook is sent home that is the same as the book they have read in class. Home learning sheets are sent home each week that provide an overview of each child's phonics and reading (and spelling in year 2) for that week. Every child chooses and takes home a library book that they can read for pleasure. The local library service come into school and encourage children to engage in the service through summer challenges etc.

### EYFS:

Staff enjoy and share lots of books, stories and texts throughout the day. All children enjoy joining in with rhymes, story retells, songs and questions about stories. Evidence in EYFS is also found on Tapestry.

### SEND (inclusion and adaptations):

Catch up sessions and intervention are in place and constantly reviewed. Children needing extra support are identified through phonics assessments and weekly reading records. Their progress is tracked using the engagement model or Formative footprints – these also inform next steps. Extra resources are put in place for children that need it. The lowest 20 % of readers across the school have a daily read on their set reading book. Parents will be given extra resources to work with their children at home. Celebratory checkpoints are used for tracking and assessing in SEND in EYFS.

### Disadvantaged children:

All planned Reading sessions and Library sessions are inclusive for all. Children who don't read regularly at home or don't bring reading for pleasure books back regularly are given time to share books at school. Free books are available in schools' reception area.

### CPD:

All staff are Little Wandle trained and updated regularly. Reading updates/training take place in staff meetings to develop further subject knowledge. Staff questionnaires are completed termly to assess their needs for any support/CPD required.



## IMPACT – How do we know if we've achieved our aims?

Children read confidently and apply and use taught sounds and skills, in all areas of their learning.

Children have access to, and read a wide range of fiction and non-fiction texts.

Children enjoy reading and READ FOR PLEASURE regularly at school and home.

Children know how different types of books work and are ENTHUSIASTIC readers.