

## Reading

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

*Dr. Suess*

## Intent

At our school, we are dedicated to nurturing a strong reading culture that celebrates the joy of literature. We provide a language-rich environment where adults engage children in high-quality conversations about texts throughout the day. By extending vocabulary and explaining new words, we help children articulate their thoughts and feelings.

We utilise a diverse range of texts to expand children's experiences beyond their immediate surroundings, fostering a broader understanding of the world. Children are taught to recognise what good listening looks like through consistent modelling, reinforcement, and praise, ensuring they are attuned to the nuances of reading.

Our planning in each area of learning prioritises language extension, incorporating ample opportunities for repetition to solidify understanding. We maintain a calm and purposeful classroom ethos that facilitates meaningful interactions centred around reading and literature.

Books are chosen to reflect children's own experiences while also introducing them to new perspectives, cultivating empathy and curiosity. Adults promote a love of reading, effectively bringing stories to life as engaging storytellers. Children are exposed to poems, rhymes, and songs, forming strong emotional connections to language.

We believe that all children can learn to read, regardless of their background, needs, or abilities. Our aspiration is for children to become enthusiastic, motivated readers who engage with texts widely and fluently, ultimately developing into lifelong readers who read for pleasure.

## Implementation

### How will this be achieved in EYFS

#### Storytimes

- A daily whole class story time where adults read aloud to children. Good quality books are chosen to from a wide range of genres. These reflect the children's own experiences and perspectives that differ from their own.
- A core set of key texts, that include a range of stories set in the UK and around the world, both traditional and modern, as well as non-fiction are used to connect children to a wide range of backgrounds and cultures.

- There is an emphasis on repetition of favourite stories that enable children to explore and become familiar with the language, the characters and their feelings. Forming attachment to these familiar stories equips children to retell stories and narratives in their own words, anticipating key words.
- Familiar and favourite stories are regularly dramatised with children during role-play or drama sessions.
- Stories are used to expose children to vocabulary that they are unlikely to hear in everyday conversation. These aspirational, 'second tier' words are explored on a daily basis. Teachers directly explain the meanings of words, both in the context of the story they appear in and how they might be used in everyday life.

### **Reading for Pleasure**

- A class book corner is used like a mini-library, it is a place for children to share books with others. The books are attractive and easy for children to find. Every book is worth reading aloud.

### **Reading at Home**

- Reading at home is actively promoted and parents are supported by teachers to see the benefits of sharing and talking about stories aloud. Children participate in weekly library sessions and borrow books to read and retell at home. Children also take home a decodable book, matched to their phonological knowledge.

### **Poetry and Rhyme**

- A core set of poems is identified. Children are exposed to rhyming poems, alliterative poems, word games, traditional rhymes and songs, nonsense poems and rhythmical poems.
- A daily poetry, rhyme and singing session ensures children make strong, emotional connections to language.

### **Word reading and Spelling**

- A systematic, synthetic phonics programme (Read, Write Inc.) is taught daily to develop children's phonemic awareness rapidly.
- Children are provided with well-designed activities that focus on phonics to enable them to feel successful and recognise they are learning to read and write.
- Phonics is taught through a combination of high-quality whole-class and group teaching. Children who need extra help are given one-to-one and small group support.
- Parents are informed about the phonics programme: what is taught, how they could provide extra practice to develop accuracy and fluency.

### **EYFS progress expectations:**

End of Autumn 1 – read single letter Set 1 sounds.

End of Autumn term- read all Set 1 sounds and blend sounds into words orally.

End of Spring 1 – blend sounds to read words, read short Ditty stories

End of Spring term- read Red Storybooks

End of Summer 1- read Green Storybooks, read some Set 2 sounds

End of Summer term- read Green or Purple Storybooks.

### **Keeping up from the start**

- Children who are at risk of falling behind are identified within the first three weeks of starting in Reception.
- All children receive a weekly one-to-one reading session with an adult.
- The lowest 20% of readers (excluding SEND) are identified and receive a daily one-to-one reading session with an adult.
- Half-termly assessments identify children who are falling behind their peers. To enable these children to keep up they are given extra practice, either in a small group or one-to-one.

### **How will this be achieved in KS1**

#### **Storytimes**

- A daily whole class story time where adults read aloud to children. Good quality books are chosen to from a wide range of genres, including fairy tales and traditional tales. These reflect the children's own experiences and perspectives that differ from their own.
- A core set of key texts, that include a range of stories set in the UK and around the world, both traditional and modern, as well as non-fiction are used to connect children to a wide range of backgrounds and cultures.
- There is an emphasis on repetition of favourite stories that enable children to explore and become familiar with the language, the characters and their feelings. Forming attachment to these familiar stories equips children to retell stories and narratives in their own words, anticipating key words.
- Familiar and favourite stories are regularly dramatised with children during role- play or drama sessions.
- Stories are used to expose children to vocabulary that they are unlikely to hear in everyday conversation. These aspirational, 'second tier' words are explored on a daily basis. Teachers directly explain the meanings of words, both in the context of the story they appear in and how they might be used in every day life.

## **Reading for Pleasure**

- A daily, dedicated 10 minute quiet reading session promotes a love of books and reading.

## **Reading at Home**

- Reading at home is actively promoted and parents are supported by teachers to see the benefits of sharing and talking about stories aloud. Children participate in weekly library sessions and borrow books to read and retell at home. Children also take home a decodable book, matched to their phonological knowledge.

## **Poetry and Rhyme**

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## **Word reading and Spelling**

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- Children are provided with well-designed activities that focus on phonics to enable them to feel successful and recognise they are learning to read and write.
- Phonics is taught through a combination of high-quality whole-class and group teaching. Children who need extra help are given one-to-one and small group support.
- Parents are informed about the phonics programme: what is taught, how they could provide extra practice to develop accuracy and fluency.
- Assessments of children's phonological knowledge are made half-termly, with RWInc. groupings amended to reflect progress, attainment and accuracy.

## **KS1 progress expectations:**

### **Year 1**

End of Autumn 1 – read Purple Storybooks, read some Set 2 sounds

End of Autumn term- read Pink Storybooks, read all Set 2 sounds

End of Spring 1 – read Orange Storybooks, read some Set 3 sounds

End of Spring term- read Yellow Storybooks

End of Summer 1- read Yellow Storybooks, read all of Set 3 sounds

End of Summer term- read Blue Storybooks

## **Year 2**

End of Autumn 1 – read Blue Storybooks

End of Autumn term- read Blue Storybooks with increasing fluency and comprehension

End of Spring 1 – read Grey Storybooks

End of Spring term- read Grey Storybooks with fluency and comprehension

End of Summer 1- access RWInc. Comprehension and Spelling programmes

End of Summer term- access RWInc. Comprehension and Spelling programmes

### **Guided Reading**

- Whole class guided reading sessions are taught on a daily basis using books from around the world that encourage cognitive challenge at a range of abilities.
- A core set of guided reading texts are chosen to help motivate, engage and actively promote children to acquire, retrieve, retain and explain their understanding of reading.
- Children access each guided reading objective at a depth which is dependent on their prior experiences and evidence of success.
- Guided reading sessions are structured to include five essential reading features: Knowledge of the world, vocabulary in context, SMSC, introductions and finishes and depth activities.

### **Keeping up from the start**

- All children receive a weekly one-to-one reading session with an adult.
- The lowest 20% of readers (excluding SEND) are identified and receive a daily one-to-one reading session with an adult.
- Half-termly assessments identify children who are falling behind their peers. To enable these children to keep up they are given extra practice, either in a small group or one-to-one.

### **How will this be achieved in KS2**

#### **Storytimes**

- A daily whole class story time where adults read aloud to children. Good quality books are chosen from a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. These reflect more complex themes such as loss or heroism.
- Teachers discuss whole class texts to develop children's ability to acquire, retrieve, retain and explain their understanding of the text.
- Children are supported to use technical terminology and language to analyse and evaluate texts in greater depth.

- A core set of key texts, that include a range of stories set in the UK and around the world, both traditional and modern, as well as non-fiction are used to connect children to a wide range of backgrounds and cultures.
- Texts are used to expose children to vocabulary that they are unlikely to hear in everyday conversation. These aspirational, 'second tier' words are explored on a daily basis. Teachers directly explain the meanings of words, both in the context of the story they appear in and how they might be used in everyday life.

### **Reading for Pleasure**

- A daily, dedicated 15-20 minute quiet reading session promotes a love of books and reading.
- Children learn to sustain reading over longer periods of time. They independently read texts with increased speed and skill, developing stamina.

### **Reading at Home**

- Reading at home is actively promoted.
- Children participate in weekly library sessions and borrow books to read at home. Children also take home a book, matched to reading ability.

### **Word reading and Spelling**

- Children receive a daily spelling session which enables them to learn to read most words fluently. They attempt to decode unfamiliar words applying their growing knowledge of root words, prefixes and suffixes.

### **Guided Reading**

- Whole class guided reading sessions are taught on a daily basis using books from around the world that encourage cognitive challenge at a range of abilities.
- A core set of guided reading texts are chosen to help motivate, engage and actively promote children to acquire, retrieve, retain and explain their understanding of reading.
- Children access each guided reading objective at a depth which is dependent on their prior experiences and evidence of success.
- Guided reading sessions are structured to include five essential reading features: Knowledge of the world, vocabulary in context, SMSC, introductions and finishes and depth activities.

### **Keeping up from the start**

- All children receive a weekly one-to-one reading session with an adult.
- The lowest 20% of readers (excluding SEND) are identified and receive a daily one-to-one reading session with an adult.

- Half-termly assessments identify children who are falling behind their peers. To enable these children to keep up they are given extra practice, either in a small group or one-to-one.

## **Impact**

Our reading curriculum will enable children to become confident, independent readers who can access and analyse a variety of texts with fluency and understanding, developing a lifelong love of reading that empowers them to learn effectively across all subject areas and engage critically with the world around them.