

Reading



IN A NUTSHELL



Our Reading Intention

We intend that all children read with fluency, for knowledge, to comprehend and for pleasure in order that they become lifelong readers. We aim to provide our children with a literacy-rich environment using high quality texts.

Developing a love of reading in our classrooms

- All classrooms have bright and inviting reading areas where a wide variety of books are available for the children to read
- Each child to have an opportunity each day to read for pleasure. ERIC (Everybody Reads in Class)
- Every two weeks, each class (or an individual within the class) will write a short book review to be shared within the school newsletter or displayed and celebrated on their reading shelf
- EYFS and KS1 change their books regularly
- Staff to read to their class each day to extend children's knowledge of authors
- All children read to an adult either individually or in small groups each week
- Weekly guided reading lessons take place each week to develop the children's questioning and understanding (VIPERS)
- All early readers use targeted phonic decodable books to support their reading
- Children's book band levels are regularly checked to match their ability

Our School Reading Culture

- Children and staff recommend books and write book reviews for the school newsletter
- Each class has recommended reads
- The school uses a 'literature spine' across all year groups which is displayed in a focal point
- All books read are monitored and recorded in their Reading Records
- 'Book tokens' are awarded for regular reading. Classes can visit the 'Reading Tuck Shop' once a term, to trade in their tokens for prizes.
- We have many volunteers within our school community, our 'reading army,' who hear readers
- The school takes an active role in 'World Book' day
- All children participate in Guided Reading. In EYFS, Y1 AND Y2 through Reading Practice groups based on fluency, prosody and comprehension.
- In KS2 children have group comprehension, individual SRA and whole class VIPERS Book studies.

Assessment

- IN EYFS, Y1 and Y2 LW phonics assessments are used termly to match children to the correct decodable books.
- Once children have completed Phase 5 they will be assessed using the LW Fluency assessment and moved onto colour banded books (from Turquoise)
- KS2 Children are assessed using PM benchmarking.
- VIPERS (assessing comprehension understanding) questioning scaffolds the teaching and assessment of guided reading.

IMPACT

- All pupils, including reluctant readers, to make sufficient progress to meet or exceed age-related expectations.
- Pupils are familiar with and enjoy reading and listening to a wide range of stories, poems, rhymes and non-fiction texts.