



Purpose and Aims

Purpose: Learning to read is the foundation for all educational success. We aim to ensure that all our children not only have the opportunity to learn to read (a time-limited skill) but that they also become lifelong readers for purpose and pleasure. They will become people who not only can read, but do read from choice, a wide variety of texts on paper and on screen.

Aims:

- That children have high expectation of books as sources of enjoyment and information.
- To create a reading environment that encourages children to become willing, independent, critical and thoughtful readers.
- To stimulate children’s imagination, enthusiasm, and their knowledge of the world by introducing a wide range of literature from diverse cultures.
- To encourage familiarity with a range of significant and lesser-known authors and illustrators and develop opinions about their work.
- To develop pupils’ reading through the use of progressively more challenging and demanding texts, so that each child achieves the highest level possible in reading attainment, defined by National Curriculum and Early Years outcomes.

Provision

Each class has a well-stocked and attractive reading area of the classroom dedicated to reading, and the school library is open every lunchtime for children in Year 2 and Key Stage 2. Our Year 6 reading ambassadors also run the Year 1 ‘Underwater Library’, reading out loud ‘big books’ and picture books to individuals and groups of children. Discrete reading skills lessons are taught weekly; each lesson focuses on one of the Content Domains as set out in the 2014 curriculum using the mnemonic ‘VIPERS’ for consistency. These content domains are also used to structure guided reading lessons. Every class has provision on their timetable for uninterrupted, sustained silent reading for enjoyment. Home reading books are carefully selected and assigned to develop children’s word-reading and comprehension skills in accordance with their age-related expectations and phonetical ability. Our main schemes are Rising Stars Reading Planet (in eBook format) and Collins Big Cat.

Progression and Assessment

Progression: In order to ensure progression in children’s skills, year groups use a range of resources including Rising Stars Cracking Comprehension, Schofield & Sims Complete Comprehension and CGP. These provide an eclectic range of increasingly challenging texts as well as coverage of all Content Domains in which children will be assessed.

Assessment: As well as day-to-day formative assessment as adults hear their children read, and through questioning during discussions about class texts, children are summatively assessed termly using the NfER tests, in order to track children’s progress.

Monitoring, Evaluation and Improvement

Children’s achievement in reading is closely monitored by class teachers, senior leadership and the Headteacher. Where there are gaps, the subject lead and, if necessary, senior leadership team provide support and guidance. New books from a diverse range of authors and heritages are regularly bought for class libraries and the school library in order to ensure children’s interest in reading is fostered by a range of modern and classic children’s literature. Every year, the subject lead works with the English and Senior Leadership teams to consider new priorities and challenges to ensure consistent high quality provision.

