

I N T E N T	<p><u>Our vision for our children as readers...</u> All children will develop the skills required to develop a love of reading. A rigorous approach to teaching phonics supports excellent phonic knowledge and skills that can be applied across the curriculum. Children’s reading comprehension skills are well-developed in order to become enquiring and independent readers. High-quality texts are used across the curriculum to build an extensive and rich vocabulary. Children develop a love of reading by becoming confident readers in a text-rich environment where time to read is an important part of the day.</p>
I M P L E M E N T A T I O N	<p><u>Our journey...</u> All of the reading approaches embedded in school are underpinned by recent research from the Education Endowment Fund.</p> <p>We use the Read Write Inc (RWI) program as a whole-school approach to teach early reading through phonics. Recent training in RWI has been cascaded to all teaching staff through observation opportunities.</p> <p>We use Accelerated Reader (AR) to enable children to independently choose reading books that are closely matched to their reading ability. Half termly Star Reading tests ensure that every child has an up to date reading level. Instant access for teachers into every pupil’s average reading time and quiz scores enables quick identification of below or above-average performance and appropriate action to be taken quickly.</p> <p>We have adopted a reciprocal reading approach in guided reading in order to develop every child’s reading comprehension skills.</p> <p>High-quality texts are deeply explored in the daily literacy lesson through The Power of Reading scheme, used throughout the school. A breadth of vocabulary is explicitly taught in every subject and access to a wide range of quality texts is available across the curriculum. The literacy environment across school is of the highest quality, from displays in class to the inspirational school library and reading for pleasure is carefully planned into the daily timetable.</p> <p><u>In a guided reading lesson, this is what you will see...</u> We use the scholastic guided reading book spine for years 1-6. Children work in maximum groups of 6 with similar ability children. Quality texts are used to build understanding and fluency. Lessons take the structure of ‘reciprocal reading’ - Predict, read, clarify, summarise, question. This process is repeated throughout each session. A higher emphasis in sessions will be placed on discussion and questions, rather than reading fluency.</p>
I M P A C T	<p><u>We know our children are achieving because...</u> children’s independent reading skills are consistently monitored through the use of AR and half-termly Star Reading Tests. This data informs our ability mixed-age guided reading groups and independent reading levels. Partnership-wide PUMA and PIRA tests are used termly to gather summative reading data. Formative data is collected through weekly 1:1 reading with an adult time and weekly guided reading groups, recorded via PET sheets. If learners need support we have these systems in place... small group RWI intervention groups and increased 1:1 read in school time with an adult for children who do not read enough at home.</p>

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” - - Dr Seuss