

'Reading
is
freedom'

READING CULTURE

To develop an ethos where reading is seen an important tool for learning and as a source of pleasure:

READING FOR PLEASURE

- *Children are read to regularly to enjoy the magic of literature
- *Children are given opportunities to increase their reading miles and widen their reading choices
 - *Develop a knowledge of children's literature
- * Opportunity to read independently, to talk about reading and recommend texts

READING TO LEARN

- *Cross-curricular reading embeds contextual background knowledge and vocabulary understanding
 - *Strong focus on understanding vocabulary in all learning
 - *Develop a passion to broaden own understanding around topics of interest
 - *Skimming and scanning skills to aid retrieval
 - *Understanding of text structure and language

LEARNING TO READ

We strive to ensure that every child sees themselves as a reader through a focus on:

*Stage 1 – Nursery (FS1) develop listening, vocabulary and speaking skills and are exposed to our Little Wandle Phonics Programme. Children begin to learn book behaviours.

Stage 2 – Reception (FS2) children fully access our Little Wandle Phonics Programme where they begin to learn that the alphabetic code carries meaning. By Christmas children are able to blend simple words and begin reading worded books. Children will then follow the Little Wandle Reading Practice structure, which is as follows: Day 1 – Decoding and orientation; Day 2 – Fluency and prosody; and Day 3 – verbal comprehension questions. Children continue to follow the Little Wandle Reading Practice structure until they are secure in Phase 5, which we aim to be by the end of Year 1.

Stage 3 – Year 2 children will recap Phase 5 to ensure learning has stuck and continue the Little Wandle Reading Practice with a focus on fluency and prosody. By Christmas, we aim for all Year 2 children to have exited the Little Wandle Phonics Programme.

Year 2 children will then move onto Reading Rocketeers, which is a whole class Reading Practice. Reading Rocketeers follows a three-day cycle: Day 1 - reading the text and drawing a picture to show understanding; Day 2 – fluency and expression; and Day 3 – written comprehension questions. Year 2 children also begin our colour banded reading scheme.

Stage 4 – At KS2, children follow the whole class Guided Reading structure, which is as follows: Day 1 – vocabulary and orientation; Day 2 – Retrieval questions; Day 3/4 – Inference and Deduction questions; Day 4/5 – Cold Comprehensions. Texts and extracts are carefully selected through the use of John Murray Reading Explorers and The Classics. Children continue to read colour banded books.

DEVELOPING UNDERSTANDING

In order to develop a full understanding of what is read it is important that we develop a range of comprehension skills:

- *Children are read to, to model what a good reader does
- *Drawing on previous reading and contextual background knowledge to make connections and comparisons
 - *Clarifying understanding of key vocabulary
 - * Visualising/imagining what the text is saying/inferring
- *Embed understanding through skimming and scanning for retrieval, summarising and questioning
 - *Drawing conclusions and predicting
- *Knowledge of text structure (eg layout/format, genre conventions, themes) and language structure (sentence construction, word meaning and grammar)
- *Identifying the 'place' of the author (their ideas and opinions, language choice, intention and bias)