

Nurture a love of reading so that pupils world is opened up by what they read.

Provide pupils with a diverse and rich diet of reading material to broaden their experience of the world.

Provide a strong foundation in phonics and teach the skills needed to develop growing fluency in reading.

Ensure progress from EYFS to Y6 by providing a rich and varied range of quality texts to inspire a love of reading.

Support and stretch all learners to improve comprehension of ambitious texts.

To develop pupils' ability to read for a wide range of purposes.



## IMPLEMENTATION – How do we achieve our aims?

**Planning:** The teaching of reading is planned in a clear sequence building on early phonics work in EYFS, moving towards being able to decode whole words, phrases, sentences and books. Progression over time is achieved through careful tracking and monitoring, ensuring that pupils have appropriate books that they can decode independently. Quality texts are chosen in order to link to the wider curriculum forming the basis of whole class comprehension work. From Y1 pupils, engage in Guided Reading sessions in small groups using engaging and age-related texts.

**Recording:** Reading activities in EYFS and Y1 are oral with lots of interaction and speaking and listening activities taking place. As pupils move into Y2 they orally rehearse their answers to reading comprehension questions in readiness for more formal written responses. In KS2, pupils become more confident at recording their responses in written format, although there is still plenty of opportunities for verbal interaction over books and texts. Pupils in KS2 have Guided Reading journals and reading diaries.

**Assessment:** In EYFS and Y1, pupils are continually monitored for their progress in the phases of phonics. This data is then used to ensure they have the correct decodable books to read. This continues into Y2, with more formal assessments beginning in preparation for KS1 SATS. Throughout KS2 formative and summative assessment takes place at regular and timely intervals to track progress and provide targeted intervention for any pupils who fall behind age-related expectations.


**Vocabulary:** Through the rich and varied range of books that are selected for each year group, pupils are exposed to a wealth of vocabulary that develops their understanding of the English language. This ensures that confidence to use a broad range of vocabulary is built and pupils are encouraged to be ambitious in their word choices. Dictionaries are used regularly in the classroom by pupils to develop and deepen their understanding of language. Quality texts ensure that pupils are immersed in inspiring and adventurous language.

**EYFS:** In EYFS, pupils enjoy rhyming and rhythmic activities; this engages them in a language rich environment and from there they begin the journey of phonics. In the Autumn term, pupils will have covered the phase 2 phonemes; in Spring, Phase 3 and in Summer term, Phase 4 phonemes will have been taught. Pupils are read to every day, and are listened to on a regular basis. They have three books to share – a decodable Phase book, a colour band book with more ambitious vocabulary and a 'sharing book' to enjoy listening to with an adult.

### Values: 'SHINE LIKE STARS'

**Love others:** we develop empathy through reading about others **Reach out:** we offer a diverse and broad range of books to read **Everyone join in:** reading is collaborative and we love reading in small groups and with partners **Never give up:** we always aim to finish books that we have started **Always do your best:** we love reading and sharing books with others

**SEND:** Our SEN children are supported to engage in reading activities in ways appropriate to their needs. Teachers and TAs are aware of individual targets and needs of their children, and ensure reading activities are fun, progressive and meaningful for each child. Written evidence will differ for some children: photos, games, iPads and scrapbooks are often used at Lowdham to record work and help our SEND children make progress in reading.



## IMPACT – How do we know if we've achieved our aims?

Children love reading and immerse themselves in books.

Children have a secure grasp of phonics by the end of Y1 and are becoming independent readers by Y2.

Children can read a wide range of books and texts and read for a range of purposes in all subjects.

There is a culture of 'reading for pleasure' across all age-groups.

Children are able to select their own reading material independently.

Children can talk about what they have read with a growing confidence.