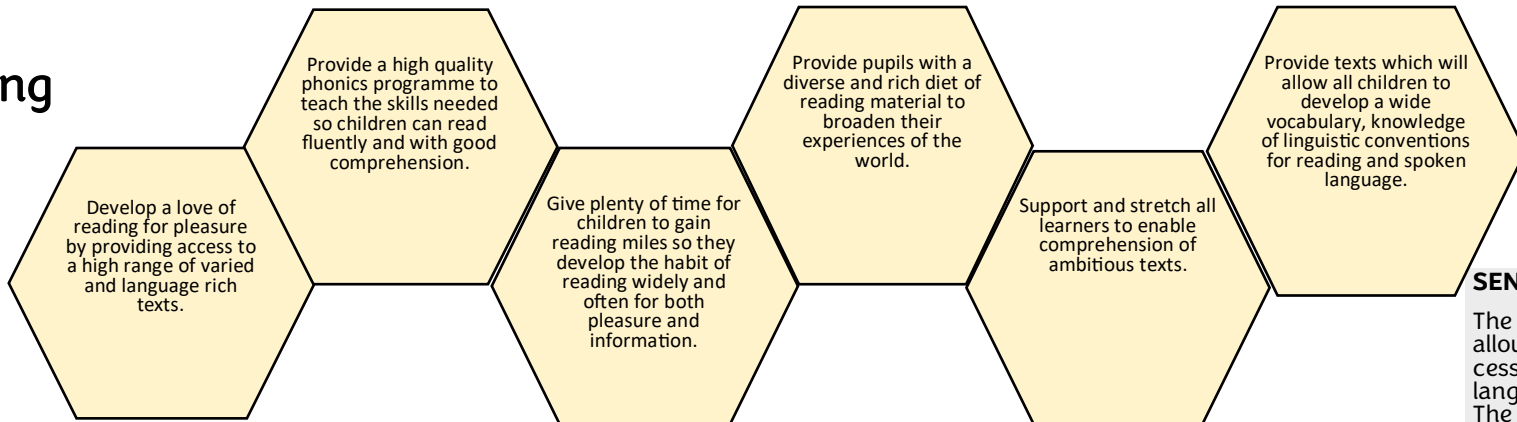




Reading

 **INTENT— we aim to ...**



SEND

The teaching of reading allows all children access to high quality, language rich texts. The reading aloud of texts allows all children to hear stories and to discuss them verbally. Phonics lessons are structured to allow for the recall of previous learning. The use of Kagan principles allows all children to verbalise and discuss their ideas. Assessments are used to ensure interventions are effective.

IMPLEMENTATION— How do we achieve our INTENT?



Planning

Reading is planned in clear sequence to ensure clear progression across all year groups. In EYFS and Ks1 children follow the RWI phonics programme. Children then build on their fluency and comprehension skills using a whole class reading approach which is mapped out with clear progression to build on the reading skills of all children whilst being exposed to high quality texts. Reading for pleasure takes high priority with texts planned each term in Ks1 to give exposure to a wide range of rhyming, poetry, diverse, traditional and environmental texts. In Ks2 teachers plan their reading lessons carefully to ensure exposure to a range of genres and vocabulary enriching texts.

EYFS


In the EYFS children are immersed in a language rich environment. Singing and Storytime is prioritised. Opportunities are planned for in continuous provision to develop children's language, love of reading and understanding of stories. Reading for pleasure story time is planned for and texts are used in the drawing and talking club which develops and extends children's vocabulary. Children take home a reading for pleasure book alongside a decodable phonics book closely matched to the sounds they are learning.

Assessment

In the Early years and Ks1 children are regularly assessed to ensure children are taught phonics in fluid groups. This allows children to take home decodable books closely matched to their learning. It also allows us to provide timely interventions to those that need them. In year 2 and in to Ks2 formative and summative assessments are used to identify children who are falling below age related expectations and need targeted interventions in fluency and comprehension

Values:

- Honesty:** We believe that honesty is the foundation for trust in our relationships. We are brave and admit when we have made a mistake. We are reliable and responsible for our own actions.
- Courage:** We are brave and take chances. We develop resilience to keep going even when things are hard. We face our fears, and we are not afraid to learn from our mistakes.
- Friendship:** We value our friendships and believe that together we can support one another to flourish. We do not judge we accept everyone for who they are.
- Respect:** We are respectful by treating others how we wish to be treated—we use our manners, we are thoughtful, kind and celebrate our similarities and differences.

 **IMPACT—How do we know if we've achieved our INTENT?**

