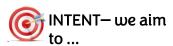


Reading



Develop a love of reading for pleasure by providing access to a high range of varied and language rich texts. Provide a high quality phonics programme to teach the skills needed so children can read fluently and with good comprehension.

> Give plenty of time for children to gain reading miles so they develop the habit of reading widely and often for both pleasure and information.

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

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

Provide texts which will allow all children to develop a wide vocabulary, knowledge of linguistic conventions for reading and spoken language.

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.

Planning

IMPLEMENTATION— How do we achieve our INTENT?



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 emersed 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

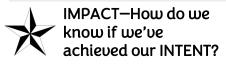
Values:

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.



Children will love reading and immerse themselves in books. Pupils will have secure grasp pf phonics by the end of Year 1 becoming fluent and independent readers by the end of Year 2.

Pupils can read a wide range of books and texts for a range of purposes.

Pupils will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more

There is a culture of reading for pleasure across all year groups.

Pupils can talk about what they have read with growing confidence and select their reading material with independence.