

## **Reading Intent**

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." - Dr Seuss.

Books and reading are at the heart of our English curriculum. We believe that reading truly opens doors: doors to knowledge and understanding; doors to new worlds and experiences; to a rich variety of people, cultures, beliefs; to the past and to the future; to developing and expanding vocabulary and internalising grammatical phrasing; to understanding self and others; to creativity and fun.

At XII Apostles, our intent is for our children to receive a rich, comprehensive reading program, offering a range of opportunities to develop as fluent, enthusiastic, confident and life-long readers, who read for interest, information and enjoyment

We aim:

- To encourage both boys and girls, of all levels and abilities to develop a love of reading.
- To foster an interest in words and their meanings and to gain an appreciation and life-long love of books from a variety of genres
- To enable children to find books interesting, to read with enjoyment and to evaluate and justify their preferences
- To enable our children to read confidently, fluently, accurately and with understanding
- To employ a full range of reading cues- phonic, graphic, syntactic, and contextual- to allow the children monitor, correct and make sense of their own reading.
- To develop a suitable technical vocabulary through which children may discuss the understanding of their reading
- To develop reading skills in tandem with those of writing, so that the children may function in society as literate readers for life.
- To develop and create reading opportunities across the curriculum, to make it meaningful and relevant to the children.
- To be able to use books confidently and accurately in order to find out about the World and develop deeper understanding.
- To celebrate the gift of reading and appreciate the rich variety of books, stories and texts we have in school, in libraries, online and at home.

## **Reading Implementation**

Learning to read involves two main sets of skills: word recognition and language comprehension. As the children begin their learning journey, the dominant focus is on developing word recognition. However, at XII Apostles, we recognise the importance of also developing the children's language comprehension at the early stages and so we ensure that teaching includes developing a range of strategies including:

- Phonic knowledge (visual information)
- Grammatical knowledge (structural information)
- Word recognition and graphic knowledge (visual information)
- Contextual knowledge (meaning)

Teachers plan sessions and utilise adaptive teaching strategies to develop and practise these skills, and this can also involve the teacher reading good quality and engaging texts to the children.

We believe that reading is not only an important life skill and a way of learning new information, but is also a great source of pleasure. Therefore, many different opportunities are planned for to develop both the children's reading skills and their enjoyment of reading across the curriculum. Many of the starting points for our termly topics are based upon exciting, good quality books.

Reading opportunities include: daily independent reading; daily story time (adult reading to children) throughout the school; weekly visits to the school's libraries; book clubs; talking about reading, discussing favourite books, recommendations, interesting plot lines and characters etc; reading as a whole class and in small groups; reading a widely across the curriculum areas to name but a few. In this way, children learn to appreciate and love books and gain a real source of pleasure for life.

## **Reading and Phonics Schemes used in School**

In Key Stage 1, the children follow the Supersonic Phonic Friends programme, in line with the new National Curriculum, and are taught phonics daily. Phonically regular texts are provided at these early stages so that children have the opportunity to practise and apply their phonic disciplinary and substantive knowledge and their knowledge of common exception words.

Children's attainment and progress in phonics is carefully and regularly assessed and tracked using Phonics Tracker so that adaptive teaching strategies can be immediately and effectively utilised. For those children who need more intense support in phonics, phonics 'bursts' are delivered.

As the children's ability to segment and blend develops, they are presented with a wider range of reading books.

The school uses a range of schemed books for Guided Reading in KS1 and KS2 as it provides a range of engaging and stimulating fiction/non-fiction texts. These include the schemes from Oxford Reading Tree, Blue Bird, Big Cat, Dandelion, Oxford Literacy Web and Book Bands as well as the full range of guided reading books from Pearson's Bug Club.

However, a wide range of sets of real books, chapter books and other good quality texts are available from early in KS1 and continuing throughout the school for selection by the class teacher which challenge and extend the children's comprehension skills.

For those children in KS2 who still need specific phonics practise, phonics books in the Oxford Reading Tree 'Jackdaw' and 'More Jackdaw' books are available, as well as the Fuzz Buzz scheme for those children with specific difficulties. We also have 'Dockside' and 'Vampires Inc' from the Rising Stars Scheme as well as the full sets of 'Talisman' and 'Totem' series from Phonics Books for those high interest, low ability readers.

We also have two schemes for non-fiction texts: 'Ginn Science' and 'Star Science' schemes for year groups in both lower and upper key stage, as well as a wide variety of individual non-fiction books covering a range of topics.