

# *READING - At Broadstone Hall, reading lies at the heart of the curriculum and is the key to all learning*



## *INTENT - We aim to.....*

Develop an enthusiasm for and love of reading by interacting with a variety of fiction, non-fiction and poetry.

Provide children with the necessary skills to ensure they can read fluently and confidently and with a secure understanding.

Build a community of engaged readers where knowledge of carefully chosen texts will enrich their understanding and appreciation of the world around them.

Develop a consistent approach to teaching reading across the school, ensuring the highest number of children attain the expected standard or higher.

Provide plenty of opportunities to read for pleasure and engage in discussion about books.



## *IMPLEMENTATION - How do we achieve our aims?*

### *Reading for meaning – Learning to read*

**A systematic approach:** In foundation Stage and KS1 we use a DFE approved systematic synthetic phonics programme called 'Monster Phonics' which is supported by a comprehensive range of decodable books and activities. All children have daily phonics or spelling sessions where they participate in speaking, listening, spelling and reading activities that are matched to their current needs.

**Support to catch up:** Teachers use ongoing observations and assessment to ensure that children are challenged, and they identify those who may need additional support. In Year 1 support is provided for the children through an intervention 'Wriggly readers' which is delivered 3 times a week. Daily reading is prioritised for those children in the bottom 20%. In Year 2 BRP (Better reading partnership) is used to help accelerate progress in identified children. Assessment is supplemented with bench-marking and the use of half termly Rising Stars assessments from Y2-Y6. In KS2, additional support is provided for those children in the bottom 20% through the use of a dedicated, phonic based reading scheme and additional reading to an adult, either in small groups or 1-1.

**Daily reading practice:** In foundation Stage and Year 1 reading to another adult is a priority to ensure that any decoding errors are identified and addressed. In Key Stage 1 children read daily through whole class reading sessions, guided reading, individual reading or reading for pleasure. In KS2, children take part in dedicated whole class reading sessions three times a week and there are daily opportunities for children to read across other subjects. Those who are less fluent are listened to read more regularly. During Reading for Pleasure time, teachers may use the time to listen to readers 1:1 with a particular focus on the lowest 20%.

**Access to appropriate books:** We understand the importance of regularly reading at home to practise and embed reading skills. In Reception and Year 1 books, which are carefully matched to the graphemes being taught in the children's phonics lessons, are used for home readers. This is in addition to other texts, which ensures all children experience a breadth of reading genres and regularly practise transferring the phonics skills they have been taught. In KS2, children can choose banded books appropriate to their level of reading and understanding to take home. Children independently record their reads in a Reading Diary which is monitored by the teacher.

## *Reading for meaning - Learning to understand*

**Comprehension:** We recognise that systematic, high quality phonics teaching is crucial, but additional skills and opportunities are required for children to become proficient readers. In Year 1 a range of comprehension activities are planned for each week which cover the reading content domains. A lesson focussing on key vocabulary introduces the text for the week to ensure the book is accessible for all children. In Years 2-6, we deliver whole class reading sessions based on extending and developing comprehension and vocabulary.

**Clearly structured lessons:** In Year 1 children are taught reading through a whole class reading lesson at the start of the week which prepares the children for activities centred around the content domain skills for the remaining lessons. The class teacher teaches reading through individual or guided reading sessions during these lessons. Whole class reading lessons take place in Years 2-6 at least three times a week. Lessons are structured around the Reading Gems model of teaching reading and primarily centre around the content domain skills. These skills are explicitly shared with the children and following this structure allows the children to develop as competent readers who can discuss and record their understanding of texts read. There is always a focus on understanding vocabulary as a way of 'unlocking' the text before a reading skill is then explored in the rest of the week's lessons.

## *Reading for pleasure - Reading for enjoyment*

**Access to quality books:** Children have access to a wide range of quality books that link with all areas of the curriculum. Classrooms all have a dedicated space for books and each class has a specific author. Topic books are regularly updated to align with current teaching, allowing children to access texts in different subject areas. All children have access to the school library.

**Strong vocabulary development:** High quality texts and passages are chosen in reading lessons which are appropriate to expectations of year groups or children's abilities. Vocabulary is always explored and developed as a crucial part of 'unlocking' a text. In addition, KS2 teachers develop children's knowledge and use of tier 2 language.

**Allocated time for free reading:** We understand that to develop a lifelong love of reading, reading for pleasure (RfP) should be encouraged, modelled and celebrated. Time to do this is explicitly planned for on the timetable where children can read books of their choosing or explore texts teachers or other children have recommended to them.

**Class story time:** Teachers read to children daily in **ALL** classes and the current class novel / book is displayed on the outside of the classroom. The class book may link with the class author, current topics or be an age appropriate text that is taken from a recommended reading list.



## ***IMPACT - How will we know if we have achieved our aims?***

By listening to and exploring a range of high quality texts, children display an enthusiasm for reading and enjoy reading

Children will be able to read for meaning, reading a range of texts fluently, allowing them to transition confidently to the next stage of learning.

Children choose and enjoy books for pleasure; staff and children show themselves as readers and discuss texts with enthusiasm.

Children read in other curriculum areas and as a result, their skills are enhanced and their understanding of the world increased.

A high number of children achieve the expected standard or higher in reading and those who find reading challenging are helped to catch up.

