

Intent:



Happy Hearts-
Children have a love and passion for reading and will enjoy being lost in a fantasy world.



Enquiring minds-
Children will ask questions about what they have read, will learn from their reading and will have the curiosity to seek out new learning.

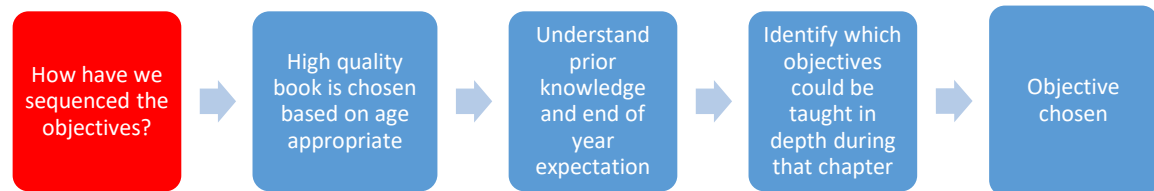


Promising futures-
Children will have the knowledge and understanding to go into the next stage of life with the ability to accurately read and comprehend any text in which they are faced.



Throughout lessons children will learn to be resilient when faced with new vocabulary, have the confidence and communication skills to question and explain what they have read, be reflective when improving their answers, show enthusiasm for the novels they read and show empathy for the characters in novels.

- All children will have access to a repertoire of quality texts to enjoy and cherish.
- Objectives (based on Hooked on Books Reading Rainbow lenses which are carefully matched to NC) are sequenced to build on prior knowledge and challenge to move forwards. These are mapped onto curriculum maps.



- Cold comprehension is based around the character curriculum theme to enhance understanding of topic area and ensure children have a depth of vocabulary understanding.
- Cold comprehension uses 'spaced learning' to ensure we are assessing children's long-term memory.
- Timetabling allows for NS lessons as well as silent reading sessions. Phonics sessions are daily for EYFS and Year 1.
- Children are challenged through high quality texts which teaches them new vocabulary and how to comprehend a quality text.
- Reading is valued throughout all areas of the curriculum, e.g. 'teaching without talking' techniques in character curriculum to ensure children know how to use their reading skills to learn new knowledge.
- Reading corners are 'windows and mirrors'. Windows to look out at the world and mirrors to reflect their learning and them as young people.

Implement:

Coverage through reading curriculum:

- We follow a novel study approach, based on Hooked on Books, which allows children to become immersed in a high quality text. We dive into the language, characters, sequence and themes within the story. Demonstrational reading is used to model high quality inference.
- Expectations are delivered through CPD sessions to ensure all staff are providing quality provision. CPD modules and readings are based around metacognition and how to effectively teach for long-term memorisation.
- Children gain an understanding of the world through reading a range of text topics e.g. war horse, newspaper articles.
- Home reading is valued and monitored to ensure all families understand the importance of sharing reading.
- Children use self-marking to reflect on their own learning and enhance answers where necessary.
- Therapies focus on gaps in children's learning identified through assessment (see below). Rapid reading/ pixl therapies used.
- REAL project in reception

Extra-curricular:

- Book fayres for positive rewards after parents' evening
- World Book Day
- Parental engagement through reading in your pyjamas and workshops
- Story shed is used at playtimes and lunchtimes for children to enjoy quiet reading.
- Playground monitors read with younger learners during lunchtimes.

Assessment:

- Word reading is assessed daily
- Summative assessment in novel study lessons. Comprehension questions marked and feedback given
- Head start scaled score tests termly. QLA analysis is gathered from this.
- Accelerated reader quizzes taken after every book read (Year 2 upwards)
- Star reading quizzes half-termly which determine reading age. Also QLA data allows us to teach to gaps.
- Phonics screenings and tracker.
- Reading records from home reading

Monitoring:

- Book scrutinies, planning scrutinies and lesson observations are completed termly to ensure expectations are being met.
- Staff CPD sessions are built around monitoring outcomes.

Impact:

Data (2018/19):

- Phonics- 73% all. 50% disadvantage
- KS1:
 - 74% ARE (in line national)
 - 27% GD (above national)
- KS2:
 - 80% of all achieved ARE (above national)
 - 79% of disadvantaged achieved ARE (in line with national)
 - 20% of all achieve GD.

Teacher CPD/monitoring:

- Teachers know how to improve their practice
- Teachers understand that responsive teaching ensure children's gaps are identified and children can reflect and improve their own learning.

Community/families:

- The % of regular readers is increasing year on year.
- The community enjoys events such as the book fayre and reading in pyjamas and value reading in their homes.