

Reading



Intent

At Pochin School Primary, we aim to provide high quality teaching and learning experiences to enable our children to become skilled, fluent and inquisitive readers. We endeavour to make reading engaging and exciting to promote reading for pleasure.

We recognise that each child learns to read at their own pace and in their own way. We adapt our teaching to make sure every child is making the best possible progress. We provide additional, innovative support for children needing it through Reading and Phonics interventions.

Implementation

READING IN CLASS

Teaching staff read regularly to the children through modelled reading, shared stories, poems and information books. The children and adults are skilled at recommending and sharing books with each other. We make time to ensure that we read to the children, which provides opportunities to visualise, develop their imagination and wide their vocabulary.

We have daily Guided Reading and Whole Class Reading sessions in all classes and we record the children's progress as we read. We update reading folders that are kept within school on a weekly basis which track how often the children read with an adult in and out of school, reading achievements and the children's progress. We have a strong link to home via the reading diaries that both the children and adults write in to share experiences, success and suggested next steps. The children have lots of books to choose from, each class has a librarian who will help to promote certain books and suggest to both the children and the adults new titles etc.

READING SKILLS

In our Early Years and KS1 - Please see Early Phonics and Reading below.

In our KS2 we use a wide range of strategies that support us in teaching the children to not only read the text but engage and respond to the text. We use the VIPERS strategy to help us develop the key skills.

VOCABULARY

INFERENCE

PREDICTION

EXPLANATION

RETRIEVAL

SEQUENCE/SUMMARISE

READING FOR PLEASURE

We have reading corners in every classroom. Children who still need to consolidate their reading skills have access to reading books in colour bands to support the level and pitch of the books they chose to support progression of their reading skills. Children can choose these books to read and change their books regularly. Once the reading bands have been completed children become free readers choosing from a range of appropriate books. Once a book is completed, the children fill in a book review with an aim to recommended it to a friend.

We strive to make reading fun and enjoyable for everyone through reading competitions and challenges. We always take part in the annual World Book Day and really enjoy dressing up and sharing stories.

TEACHERS AS READERS

Classes will share a book based on a theme or an interest of the children. Each day there is a dedicated time for teachers to read to the pupils. We believe it is essential for teachers to act as role models and to inspire pupils to read and promote a love of reading. Teachers select from the highest quality texts and we are so well supported by our PTA who are willing to invest should a new book catches the interest of our children.

The children will be expected to use their reading skills in every lesson and our teachers provide opportunities to read in all subjects.

Impact

As a Year 6 reader, transitioning into secondary school, we aspire that our children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- The percentage of pupils working at age related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)