



INTENT – we aim to...

Subject on a Page – Reading

Aiming High in Faith, Love and Learning



Nurture a love of reading so that pupil's world is opened up by what they read.

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

Provide a strong foundation in phonics and teach the skills needed to develop growing fluency in reading.

Ensure progress from EYFS to Y6 by providing a rich and varied range of quality texts to inspire a love of reading.

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

To develop pupils' ability to read for a wide range of purposes.



IMPLEMENTATION – How do we achieve our aims?

Planning: The teaching of reading is planned in a clear sequence building on early phonics work in EYFS, moving towards being able to decode whole words, phrases, sentences and books. Progression over time is achieved through careful tracking and monitoring, ensuring that pupils have appropriate books that they can decode independently. Quality texts are chosen in order to link to the wider curriculum forming the basis of whole class comprehension work. From Y1 pupils, engage in Guided Reading whole class sessions using engaging and age-related texts.

Recording: Reading activities in EYFS and Y1 are predominantly oral with lots of interaction and speaking and listening activities taking place. As pupils move into Y2 they begin to use more formal written responses. In KS2, pupils become more confident at recording their responses in written format, although there is still plenty of opportunity for verbal interaction over books and texts. Pupils from Year 1 onwards have an account on the Boom Reader app to record their reading at home and in class and to communicate between home and school about reading.

Assessment: In EYFS and Y1, pupils are continually monitored for their progress in the phases of phonics. This data is then used to ensure they have the correct decodable books to read. From the end of year 1 onwards, reading comprehension is formally assessed. Throughout KS2 formative and summative assessment takes place at regular and timely intervals to track progress and provide targeted intervention for any pupils who fall behind age- related expectations.

Vocabulary: Through the rich and varied range of books that are selected for each year group, pupils are exposed to a wealth of vocabulary that develops their understanding of the English language. This ensures that confidence to use a broad range of vocabulary is built and pupils are encouraged to be ambitious in their word choices. Quality first teaching ensures pupils are exposed to a range of high quality vocabulary on a daily basis in all lessons. Quality texts ensure that pupils are immersed in inspiring and adventurous language.

EYFS: In EYFS, pupils enjoy rhyming and rhythmic activities; this engages them in a language-rich environment and from there they begin the journey of phonics. In the Autumn term, pupils will have covered the phase 2 phonemes; in Spring, Phase 3 and in Summer term, Phase 4 phonemes will have been taught. Pupils are read to every day, and are listened to on a regular basis. They have a decodable phonics book to read daily at school and at home.

Lesson Structure: English lessons will follow the 7-part lesson plan. All lessons will begin with a recap of previous learning making appropriate links with previous learning. Learning objectives and key vocabulary will be made explicit. During lesson children will be given the opportunities to discuss learning with their peers as well as opportunity to take part in engaging learning activities.

SEND: Our SEN children are supported to engage in reading activities in ways appropriate to their needs. Teachers and LSAs are aware of individual targets and needs of their children, and ensure reading activities are fun, progressive and meaningful for each child. Written evidence will differ for some children: photos, games, iPads and scrapbooks are often used at Christ Church to record work and help our SEND children make progress in reading.



IMPACT – How do we know if we have achieved our aims?

Children love reading and immerse themselves in books.

There is a culture of 'reading for pleasure' across all age-groups.

Children are able to select their own reading material independently.

Children have a secure grasp of phonics by the end of Y1 and are becoming independent readers by Y2.

Children can talk about what they've read with growing confidence.

Children can read a wide range of books and texts and read for a range of purposes in all subjects.