

English Reading

Intent

At St Margaret's at Hasbury we believe that reading and the teaching of reading is the most fundamental element of the National Statutory Curriculum in the development of curious, independent and creative learners. Our main aim is to ensure every single child becomes a fluent reader who can read for meaning while being exposed to a wide range of texts that help them become emotionally intelligent and mature. Daily reading lessons provide children with the opportunity to explore a range of activities and questions to develop their independence and resilience. In the Early Years setting the intention is to begin reading lessons with a phonics focus so that children become used to seeing and reading 'sounds' in a range of contexts. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Implementation

At St Margaret's at Hasbury children begin their reading journey using 'Letters and Sounds' phonics scheme. A systemic approach to the teaching of phonics is just one element in the development of a child who is engaged with and enjoys reading. Children also need to be taught to comprehend a wide range of vocabulary and to learn a range of strategies to decipher meaning while decoding words. Visual clues and pre-teaching of unfamiliar vocabulary along with the use of knowledge organisers across the curriculum are used to further extend the cultural literacy of the children in our school. All children have a school diary which is used to record how often children read with an adult in school and as a means of communicating home reading foci and strategies. Focus children are heard read at least daily by an adult. Adults within the class support the children to choose an appropriate text from Collins 'Big Cat' Reading scheme. As the children move through Key Stage One children are encouraged to independently chose their own text.

When it is appropriate, children participate in whole class reading sessions which take place daily using high quality texts. Whole class reading lessons follow a termly timetable whereby the weekly comprehension focus is introduced. Lessons begin with an exploration of new vocabulary, which are pre-taught to deepen the meaning of the core text. Different strategies are applied to this part of the lesson such as visual prompts, cloze procedures and undertaken as a group or whole class discussion. Children record new vocabulary for review and to revisit. Each reading lesson than begins the teaching of different strategies to improve reading comprehension. At St. Margaret's at Hasbury we use the VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising) approach, explicitly teaching question stems while using different teaching activities to promote the love and enjoyment of reading. In each lesson, children are actively encouraged to explain their thought processes, to *Add, Build or Challenge* in a discussion in a respectful manner and to work alongside their peers in an independent manner taking ownership of their learning. Children experience daily reading from the class teacher whereby the interpretation of unfamiliar words, contexts and ideas are modelled for the children and to independently draw their own conclusions about a text. The choice of text is important and children are exposed to a wide range of stories that deepen their curiosity about the world around them and their levels of empathy for others while aiding in the development of their emotional intelligence.

Impact

That all children will:

- Improve their language acquisition
- Apply new vocabulary from their reading in their writing
- Articulate the meaning of new vocabulary with increasing confidence and accuracy
- Use a range of strategies and make links across the curriculum independently when reading to deepen meaning
- Enjoy discussing stories and non-fiction texts in a positive environment