

## READING

"The most important gift a school can give a child is the power to read."

OFSTED, *READING BY SIX. HOW THE BEST SCHOOLS DO IT*, 2009

## INTENT

Our intention is for all children to become confident and fluent readers who can comprehend a wide range of texts. This includes the key skill of reading between the lines to get at the 'hidden meaning'. Importantly, we also want our pupils to develop a love of reading and enjoy reading for pleasure and discovery. Central to our philosophy is the development of children's vocabulary: a priority is the growth of each child's word hoard. By the end of their time at primary school, all children should be able to use their reading skills to access texts confidently in any subject - a crucial preparation for their secondary education.

## IMPLEMENTATION

We teach children to read from the beginning of Reception and in Key Stage One through daily, focused phonics lessons; 'Little Wandle Letters and Sounds Revised' systematic synthetic phonics programme (SSP) is followed. As pupils become fluent readers, the focus shifts towards the understanding of texts, and we begin to build skills of inference and deduction. In whole class or group guided reading sessions children are taught to make predictions, craft written responses to texts, empathise with characters through drama or role-play and engage in 'book talk' to explore likes, dislikes, puzzles and connections with the text they are reading.

A range of approaches are used to build a confident community of readers at Balcombe school: regular sharing of book recommendations with peers to explain their preferences; class visits to our library; buddy reading where older children read with the younger pupils; book swaps and book 'battles'. Confident readers are encouraged to be **ambitious** in their choice of books.

Quality texts lie at the heart of our curriculum; teachers choose texts carefully to read aloud to the whole class and inspire children. Using the Power of Reading website, teachers have access to the latest titles, and this ensures children are exposed to a range of genre and books which tackle varied issues relevant to children's lives today. These texts underpin children's learning in English and across the wider curriculum.

All children are actively encouraged to read at home every day, and junior age pupils use their reading diary to keep a track of their personal reading choices, explore responses and build their vocabulary as they read. Volunteer readers from our community are encouraged to help in school, and teachers target children to receive this extra support.

Reading is also developed and encouraged through using texts in other curriculum areas. In subjects, such as History and Science, children are required to read texts which feature technical vocabulary and at times carry out their own research.

We carefully track children's progress in reading. Children not on track are quickly identified and supported with the aim to close the gap and achieve the 'expected' standard.

## **IMPACT**

By the end of KS1 children will have the phonic and word skills, as set out in our Balcombe School English Progression Documents, to be confident and fluent at decoding and reading a wide range of age-appropriate reading material.

By the end of KS2 children will have acquired all the skills, knowledge and understanding, again, as set out in our English Progression Documents, to be able to read fluently and comprehend a range of age-appropriate material across the curriculum. They will be ready for their forthcoming secondary education.

Our assessment systems will ensure that for those children who face challenges along their reading journey, teachers and leaders take swift action to adapt practice and provide effective interventions so that children make the best possible progress towards age related expectations or exceed them.