



## Intent

At Thorndon Primary School, we believe that being able to read fluently and confidently is a key skill and we want our children to be life-long readers. We want our children to enjoy reading, to be excited by the written word and to be successful learners. We believe that every child should be able to access a range of texts, authors and genres to enable them to read for pleasure as well as to learn.

## Implementation

Children are taught to read using a systematic, synthetic programme of phonics as well as learning important skills in encoding to complement the decoding provided by phonics. Children in Reception, Year 1 and Year 2 have daily 30 minute phonics lessons, following the sequence of revisit/review - teach - practise - apply. Teaching groups are formed based on regular assessments so that children's needs are accurately tracked and matched to the correct provision. We use Read, Write Inc. as our phonic scheme.

Our guided reading sessions are tailored to suit the reading needs of each year group. In EYFS and Year 1, children have a 20 minute session weekly in which a variety of texts, often based on a similar theme, are explored. In Year 2, children have a guided reading session 20 minutes 3 times a week, of a picture book or short chapter book, followed by an activity or written task based on the text. From Year 3-6 children engage in 30 minute guided reading sessions in year groups, four times weekly. Each group is adult-led and reads a novel each half term. Children are able to drill down into comprehension skills as well as discussing grammar, syntax, punctuation, style and structure. Guided reading sessions allow children to make links between other texts, themselves, the wider world, knowledge and experiences they have had. They also gain confidence in reading aloud within a small group context.

Spoken language and opportunities for talk and discussion are prioritised from EYFS to Year 6 to ensure that children are developing their comprehension skills and broadening their vocabulary, which will in turn allow them to better access their reading.

- Paired reading across the whole school, enables children to develop confidence in reading and learn from each other as older pupils act as reading role models.
- Teachers regularly incorporate high quality books and texts in their planning to inspire reading and learning across many different curriculum areas. This ensures that children have access to a broad range of genres and authors. Teachers have access to *The Write Stuff* to support them in their planning.



All children have a school reading book corresponding with their reading level and also a reading record book. Parents are encouraged to hear their children read at home as often as possible. Children are heard reading regularly in school, the frequency depending on their reading ability and age. During the school day, children have many opportunities to practise their reading through all curriculum subjects - anything and everything is seen as an opportunity to develop their reading for pleasure and for understanding.

- All children take home 3 books weekly.
- Reading book according to their level.
- Reading spine book- These books have been carefully selected for the children to experience during their time in each class.
- Library book.

We believe that a strong reading culture should permeate the school in order for children to reach their full potential as readers. Here are some ways that we nurture our reading culture:

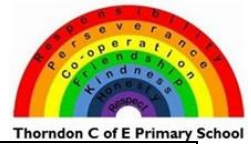
- Encouraging reading role models (both adults and pupils)
- Making regular time for reading (individual, with adults, in pairs, in groups)
- 'Books and Biscuits' takes place in each class, this is a wonderful opportunity for the children to choose their favourite book, curl up, and enjoy reading.
- Creating an inspiring reading environment (attractive book stock, reading focused displays)

We work with a Dyslexia and Reading Recovery specialist tutor in order to support children who have significant barriers to their reading progression.

We find that pupils' reading progress often requires particular attention as they transition from Year 2 to 3 and from Year 4 to 5 as it is crucial that they build reading stamina and remain engaged in the pursuit of reading. We invest time in rotating book stock at the start of the new academic year so that they are supported through these transitions. We have also carefully considered and invested in books which help to build children's reading stamina.

## Impact

Phonics is assessed regularly in lesson and extra support given to children who need it. Reading is assessed termly with the use of NFER tests. (Year 1 start these in the



spring term). In addition to this, children read regularly to adults in a 1:1 situation, whole class guided reading and across the curriculum. They may be given comprehension tasks to complete or be involved in an in-depth discussion about a book, all of which is used by the staff to assess the child's reading ability.

Successful readers are able to decode easily and fluently and read aloud at a pace which does not impede the meaning of a text.

Our intention for every pupil is that they not only decode easily and fluently but with the ability to understand and make meaning of a broad range of texts.

Children should read with deep enough understanding to employ appropriate expression. They should also be able to make inferences and 'educated guesses' about the meanings of unfamiliar words through understanding the wider context of a text.

Children should develop a reading level sufficient to be able to confidently skim read a text and to still make good meaning of what they have read.

Children should be able to critically read and analyse texts, especially in the reading of non-fiction texts.

They should make links between what they have read, other texts which they have encountered and their broader knowledge of the world through experiences they have had.