

Subject on a page: Reading

At Leverington, we believe reading is an essential life skill which lies at the heart of our curriculum.



Intent – We aim to...

Foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.

Provide children with necessary life-long skills to ensure they can read confidently and with a secure understanding.

Build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents and incorporating visits to our school.



Provide time and high quality texts for children to read for pleasure.

Ensure reading is a transferable skill and that children read across the wider curriculum.

Develop a consistent approach to reading teaching in order to close any gaps and to target the highest number of children attaining age-related expectations.

Implementation – How do we achieve our aims?

We view reading as an entitlement for all, and that reading is key to academic success. By centring reading at the core of our curriculum, we are instilling in children an understanding that reading is a transferable skill that will benefit them in all subjects. We ensure that children read within and outside of reading lessons, where they can read for a range of purposes:

Reading for practice

Reading for pleasure

Reading for meaning

Reading for practice

Learning to read

A systematic approach

In Foundation Stage and Key Stage 1, we use the systematic synthetic phonics programme *Little Wandle* which is supported by a comprehensive scheme of Big Cat reading books provided by Collins. Children from Reception to Year 2 have daily phonics lessons where they participate in speaking, listening, spelling and reading activities that are matched to their current needs.



Daily reading practice

In Foundation Stage and Key Stage 1, all children read aloud daily during phonics as well as other subjects. Children in Reception and Key Stage 1 participate in group reading lessons, while children in Years 3-6 use a range of strategies to read aloud during daily whole class reading lessons using CUSP Reading resources. Children participate in echo, performance, choral, paired and group reading, all to develop the prosody required to become fluent, independent readers.

Support to 'catch up'

Additional phonics sessions are provided by *Little Wandle* trained staff in the afternoons and after school for pupils who may need additional support. In Key Stage 2, 'key marginal' children are supported by a trained TA using the YARC Key Stage 2 Reading Fluency programme twice a week to make accelerated progress and those working towards age-related expectations receive *Little Wandle* phonics intervention. Additionally, the first 20% of readers read to an adult more frequently.

Access to high quality texts

Teachers choose and read high quality class reader texts to children for 15 minutes daily during protected reading time after lunch. CUSP Reading resources ensure a range of text types, authors and extracts are included in reading lessons; these are shared with the children on Showbie so they have access to read, reread and annotate texts during lessons to support their understanding. In Foundation Stage and Key Stage 1, children's reading books are closely matched to their phonics abilities. In Key Stage 2, the use of Star Reader tests four times a year ensures children read texts closely matched to their reading ability; children also take home a 'free reader' book to enjoy with adults at home to read for pleasure.



Reading for meaning

Reading to learn

Regular comprehension

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are required for children to become accomplished readers. In Reception into Year 2, children take part in group reading sessions with the focus of developing fluency, comprehension and phonic skills; from Year 2 onwards, we deliver whole class reading lessons based on comprehension and vocabulary development.

Clearly structured lessons

Whole class reading lessons in Years 2-6 are structured to allow children to develop as competent readers who can discuss and record their level of understanding of texts read. All reading domains are covered regularly, with an emphasis on vocabulary, retrieval and inference skills in line with end of Key Stage assessments. All lessons include a vocabulary focus to ensure children have the necessary understanding of words within the text. Teachers then choose an effective reading fluency activity to support all children to access the text. The use of My Turn, Our Turn, Your Turn allows pupils to use answers modelled by the teacher to build independence in answering questions.



Reading for pleasure

Reading to enjoy

Allocated time

We recognise the importance of encouraging, modelling and celebrating reading. Children make use of reading areas in classrooms to select books to read for pleasure and read independently. At least two Early Bird sessions a week are allocated to reading and pupils are encouraged to read during any free time during the day. Regular poetry, writing and book days celebrate books and reading, and give us the opportunity to share high-quality texts linked to themes outside the curriculum. Homework is kept to a minimum so children's and parents' focus is on daily reading and flashcards.

Strong vocabulary development

High quality texts and passages are provided through CUSP Reading resources, appropriate to the expectations of year groups. Vocabulary is explored and developed, with teachers providing opportunities to explore definitions of new words and make links between these words and known vocabulary. As in the rest of the curriculum, tier 2 and tier 3 language is explicitly taught which enhances children's understanding of texts and concepts across the curriculum.

Book Talk

We recognise that reading is more than practice and written comprehension, and that children should be given opportunities to discuss texts verbally. This is done through whole class discussions in writing units and during class reader sessions. Children learn to reflect on their personal reading preferences and have opportunities to review class reader texts regularly.

Reading across the curriculum

Teachers provide opportunities for pupils to read in different subject areas, either to further their understanding of topics or to develop their emotional literacy. In recent years, we have invested in high quality texts linked to our curriculum topics, including a subscription to interactive e-books on Curriculum Visions.

Access to quality books

Throughout school, children are offered high-quality books that reflect the diversity of our modern world. All classrooms have reading areas and our library is well-stocked. We continue to fundraise for new books for our whole school and class libraries to keep texts up-to-date with the latest children's literature. We promote a range of diverse authors and characters throughout the curriculum so books are both windows and mirrors for all pupils.

Promoting reading

In Key Stage 2 where children make choices more independently, teachers and teaching assistants endeavour to stay up-to-date with children's literature in order to support and recommend books when needed. Teachers promote themselves as readers by sharing their latest reads on posters outside their classrooms. Year 6 Reading Ambassadors support children and share their love of reading across the school.



Impact—How will we know we achieved our aims?

By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure

The impact of our reading curriculum goes beyond the result of statutory assessments and essential skills allow children to transition confidently.

Children read for meaning and for pleasure; staff enthusiastically share texts and show themselves as readers; parents and visitors actively support us.

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons and beyond.

Children read in other subject areas and as a result their skills are enhanced and understanding of the world increased.

A high number of children achieve the expected standard or higher in end of year, end of key stage and phonic screening assessments. Through targeted intervention, those who find reading challenging are helped to make accelerated progress.