



### INTENT - for every child to really enjoy reading

At Greenleas we see reading as an integral part of the school curriculum that impacts on all learning. Reading for Pleasure is at the heart of our approaches to all forms of reading and response to reading. We value the importance of being a confident reader and support reading in school through a reading enriched curriculum. Children are taught to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading. Children read in school independently, in groups (including guided) with reading buddies, in shared reading sessions and in quick five-minute bursts at every opportunity.

Time is always set aside for sharing quality texts with our children (and colleagues). Our aim is for children and staff to enjoy reading a wide range of different books and to be able to talk confidently about a variety of text types, authors and preferences. Older children and staff are encouraged to champion reading with younger children throughout the school - keeping up to date with all the latest recommended reads, celebrating their qualities and uniqueness.

### IMPLEMENTATION

The following aims form the basis of our implementation of reading:

1. To make reading a number one priority throughout the school with all staff and pupils - for adults to model high quality reading to pupils on a daily basis.
2. To develop a robust systematic synthetic phonics programme accessible to all pupils (Little Wandle) creating accurate and fluent readers.
3. To promote confidence and positive attitudes to reading through access to a wide range of literature (including carefully selected on screen material).
4. To nurture and expand vocabulary and comprehension of what is being read. To maximise opportunities to model/promote language to expand vocabulary development to improve outcomes.
5. To provide a range of books celebrating diversity and secure cultural capital.
6. To encourage good home/school partnerships, including parent/carer workshops and mystery readers sessions.
7. To use quality texts, both fiction and non-fiction which celebrates British Values (under guidance of Literacy Leads).
8. To enable children to analyse what they read and to participate in discussion/debate about texts. A key priority is to equip pupils with effective language to reflect upon texts and their impact in detail.
9. To monitor each child's progress through the use of a range of assessment strategies. To ensure robust systems are in place and that target setting and close tracking of all groups, including the bottom 20%, help all children to achieve challenging outcomes.
10. To support children who require additional help with their reading by providing solutions to barriers hindering their phonological development and fluency in reading.
11. To refine guided/shared reading techniques in various different ways in each key stage to help achieve challenging targets.

12. To immerse children in a culture which deepens a life -long love of reading /vocab and the power of words/phrases in both spoken and written forms.
13. For children to be given quality time to RESPOND TO TEXTS. Fluent readers will engage in discussions of issues/ideas/opinions through careful questioning and structured activities.
14. Identify the bottom 20% of readers in all classes and provide extra provision as appropriate including:
  - Listening games linked to reading
  - Story maps
  - Additional reading in CP sessions/ other times in the school day
  - Frequent repeated reading of familiar texts
  - Access to smaller rapid catch-up phonics sessions
  - Probes/OM tricky words sent home for consolidation alongside guided reading texts
  - Extra one to one/group TA sessions focussing on gaps in phonic knowledge identified during the daily phonics sessions
  - Carefully tailored promotion of texts which match the interests and levels of individual pupils

#### LITERACY LEADS WILL:

- Monitor reading in all areas of the school and ensure planning is fine tuned to meet our intent
- Keep up to date with new developments in reading and keep staff fully informed
- Play key roles in maintaining and reviewing this reading policy
- Lead colleagues and be motivating/supportive at all times
- Drive consistency in all teacher/TA subject knowledge in relation to reading through CPD/clear communication/appropriate resourcing
- To continually strive to work with all staff to ensure children are fluent readers/communicators by the end of key stage one so that they are fully prepared to access rich reading opportunities across a broad and balanced curriculum in key stage two.
- To champion the joy of reading on a daily basis
- To be fully aware of underperformance and provide specific support to identified groups adhering to a policy of catch up and keep up.

#### IMPACT

Children have visibly relished the opportunities to enter the magical worlds that books open up to them. They have a wide reading repertoire and a host of strategies which enable them to access many forms of reading. All pupils are fostering a deep love of and passion for literature across a range of genres, cultures and styles.

**Revised and adopted by the Governing Body September 2022**