



Intent – why?

We recognise and value reading as a crucial life skill and believe that reading should be at the heart of all we do. We make it a priority to ensure every child leaves Abbey Hill as a reader, aiming for them to read confidently, enjoy reading and choose to read often. We aim to increase children's vocabulary and to equip them with the tools they need to read independently, to understand what they read, and to read with meaning and pleasure. We encourage children to see themselves as readers for both enjoyment and learning. We offer children a wide range of books covering diverse themes to catch their interest and to widen and develop their knowledge of the world and to increase their cultural capital.

Implementation – how?

- Early reading in F2 to Y2 is taught through daily whole class phonics lessons, following a scheme (Little Wandle) chosen for its clear progression, pace, flashback, retrieval, repetition and quality texts.
- As soon as they are able to blend phonemes to read words, children practice and apply this knowledge by reading phonetically decodable books up to orange book band. Children who need more practice in applying phonic knowledge read partially decodable books from turquoise to gold bands.
- Phonic assessments are carried out every five weeks and used to support future planning.
- Reading interventions are put in place for pupils at risk of falling behind including Switch On, Precision Teaching and Rapid Catch Up 7+, working with the lowest attaining readers to close the gap.
- Children in Reception to Y2, and sometimes beyond, are taught decoding, prosody and comprehension in group reading practice three times a week.
- Children take home a familiar phonetically decodable book from group reading practice and a library book of their own choice to promote reading for pleasure.
- 1 to 1 reading takes place at least once a week for every child in EYFS and KS1 and for those children not meeting the expected standard in KS2.
- Whole class academic reading lessons are taught daily in KS2 and twice weekly in KS1. These are based on texts from the reading spine to reinforce learning in history and geography projects, and in the wider curriculum. Teachers model expert reading of these texts which introduce children to high quality classic, modern and diverse fiction. In these lessons pupils explore the context of the text and its author, read short extracts and practise skills required to become confident readers, including fluency, vocabulary, comprehension and inference. These activities may be verbal or written.
- Daily ERIC time gives pupils opportunities to read for pleasure and teachers chance to hear individual readers.
- Every class in school has a daily story time.
- We promote the importance of home reading 3 times a week with parents.
- Children who aren't able to read at home read to trained reading volunteers 1 to 1 in school to increase their reading mileage.
- Phonics and Early Reading workshops are held to support parents helping their children read.
- We have a strong Reading for Pleasure culture and regular updating of KS1 and KS2 libraries give pupils opportunities to read a wide range of high quality, contemporary, diverse texts they may not otherwise come into contact with. The school's reading squad promote reading in visits to classes, pupil voice and choices for the school libraries.
- Our school Patron of Reading runs assemblies and workshops half termly, and there is a weekly author focussed assembly in KS1 and KS2.
- The school's Special Delivery scheme delivers books half termly to children with no books at home.

Impact – so what?

- Pupils gain and apply phonetic knowledge rapidly to enable them to read at age related expectations.
- Pupils acquire the basic reading skills they need to enable them to be successful beyond primary school.
- Pupils are able to apply their reading skills in other areas of learning.
- Pupils enjoy reading lessons, and are confident to read aloud in front of others and discuss their understanding of texts, retrieving and inferring answers from what they read.
- Pupils' understanding of language and vocabulary improves so they can work out the meaning of unfamiliar words, fully understanding the deeper meaning of texts.
- Pupils develop their imaginations and actively engage with a range of different texts.
- Pupils develop an understanding of different cultures and heritages through classic, modern and diverse texts.
- Pupils enjoy reading and choose to read often at home and school for pleasure and information.
- Parents are well-supported in how to help their children read and understand why it is so important.

