

Intent: We foster a **culture of reading for pleasure throughout the school** and ensure early reading is taught consistently well through our Little Wandle Phonics Programme. We teach comprehension skills (VIPERS) and fluency in all classes. We acknowledge that not all children will have had the opportunity to develop a love of reading at home, so this has to be fostered at school. We prepare all children for the next stage of their learning. By the end of KS1, children are reading for the reading demands across the curriculum. By the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject.

Implementation: **Early Years** - early phonics, progressing to songs and rhymes then a phased approach to phonetically decodable texts using Little Wandle.

Practice Reading Sessions and Class texts in Key Stage 1 in small ability groups (through the Little Wandle scheme) children access books at the right level and begin to develop comprehension skills. They have opportunities to enjoy whole class text as well as three reading practice sessions per week.

Whole Class Reading in Key Stage 2 Children of all abilities in each class have access to set quality texts and rich vocabulary that are age appropriate. Alongside their class text, children read banded books that are carefully matched to their reading level.

High Quality texts carefully chosen- See our English at Bolton document for detail on chosen texts. Literature is engaging and relevant covering a variety of themes and genres. Teachers use the texts to teach writing genres and for a fuller immersion.

VIPERS – teachers explicitly teach the different reading domains for comprehension - initially through verbal responses, moving to more written answers in upper KS2.

Reading Logs/ Home Reading- All children have a reading log that evidences their reading journeys and to promote the reading partnership with home. Further up the school, children take greater ownership of this themselves. Children are expected to read a minimum of three times at home each week and to 'Strive for Five' times. Achieving Strive for Five is acknowledged in our Celebration Assembly.

Teachers consistently advocate reading for pleasure and model reading aloud well. Teachers make time to share books with children, encourage paired reading and the development of 'performance reading.'

Our Environment reflect the importance of reading by offering access to a wide range of books and texts; reflected in inspiring reading areas around school, along with VIPERS displays. Children take turns receiving our Reading for Pleasure Bag where books are selected from a special box from the Library Service. Use of library service is ongoing. We sometimes invite writers and poets into school. We are continuously looking for new initiatives like the 'Genre Bingo Card' or passport books in KS2.

Lexia uk the school subscribes to Lexia which means access to a structured and personalised language programme. Achievements are celebrated and progress is monitored by our reading lead.

Impact: The school can evidence good progress in reading fluency and comprehension (NTS termly assessment). Children can talk confidently about their reading and show deeper understanding of texts (banded book assessments and 1 – 1 reading). Bolton has a clear culture for Reading for Pleasure and an interest in reading that empowers learners to succeed. Children choose to complete Book Reviews, make recommendations and volunteer to engage in performance reading to others.

Monitoring and Assessment:

- NTS assessment (termly)
- Reading Running Records – 95% accuracy (termly)
- Book banding (after Little Wandle)
- AfL and marking English books



Subject: Reading

SEND:

Accessible books for all
Reading intervention groups,
Little Wandle 'Keep Up' and
'Catch Up.'
Topic books linked to individual
interests



Planning:

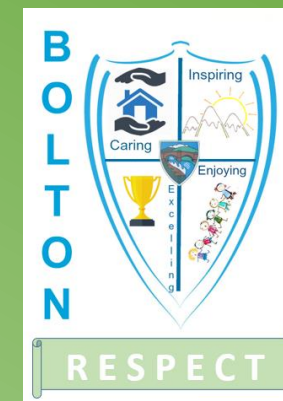
The Literacy Shed / The Power
of Reading
Whole Class Read –VIPERS
Guided Reading – banded
books
Targeted towards the needs of
the learners – AfL

Strengths:

- Reading – high quality texts daily.
- Robust intervention programme for children not at expected standards and who are not reading regularly at home.
- Reading for enjoyment in all classes
- Class 1 and 2 children read with an adult weekly.
- Class 3 read whole class text weekly, some children volunteer to read to the group. Weekly paired reading and Poetry Spotlight.
- Non-fluent readers are identified and targeted.
- CPD to parents and VIPER bookmarks issued.
- Home Reading expectations are clear.

Next Steps:

- Phonic Training for new staff
- Keep high-profile parental involvement and home reading/ Strive for Five and other initiatives
- Support those children that don't always read at home and create time for them to enjoy books in school.
- Allow children more choice with book selections –pupil voice.
- Buddy Reading



EYFS

ELG 8 – Demonstrate understanding of what has been read to them, by retelling stories and narratives, using their own words, and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during roleplay.

ELG 9 – Say a sound for each letter in the alphabet and at least ten digraphs.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.