



Flowery Principle 1



Reading

Delivery

All children have access to whole class reading four sessions a week, enabling the children to develop their understanding of texts through powerful book talk. These sessions have a 'focus question', which makes an explicit link with the skills required to become confident and fluent readers. These questions cover the VIPERS reading strands, and link with the National Curriculum objectives for each year group, or Early Learning Goals for EYFS.

School recognise the value of collaborative learning, providing opportunities for children to explore texts through a range of mediums: music, art, poetry and drama. By the end of KSI, children are encouraged to provide a written response to texts.

Within EYFS and KSI, children have access to additional three reading sessions a week, aimed at supporting them in decoding applying their phonic knowledge to texts. These sessions provide opportunity for children to use and apply their phonics knowledge to unknown texts. These sessions focus on developing decoding, prosody and comprehension skills developing reading fluency and comprehension skills. This approach is also used as a targeted catch up within KS2.

A love of reading is promoted within all pupils through daily story time using quality and diverse texts.

Assessment and Recording

Regular phonic assessments ensure children have sufficient practice to develop their reading fluency. Progress is tracked half termly and children moved on, to ensure an appropriate level of challenge. Alongside their reading books children have the opportunity to access age appropriate texts through class libraries.

From Year 2, children are presented with a range of challenging questions on a weekly basis, these are used to check understanding and monitor progress against the NC objectives and the reading content domains. These are recorded in our Reading Response books (red).

These assessments, alongside more formal half termly assessments, are used to inform the planning and delivery of subsequent sessions.

Learning Environments

Learning environments reflect the value the school places on reading.

Reading areas are designed to support children's reading development, giving them the tools necessary to tackle challenging texts by including age-appropriate reading strategies, supporting their book choices and enabling them to share their reading with others.

Reading walls are displayed in each classroom. These should remain current, reflecting the teaching of specific reading strategies alongside the 'Power of Reading' journey.

Children are encouraged to choose from a carefully selected range of class library books to ensure that all have regular opportunity to engage with quality texts.