



Flowery Principle 1



Reading

We all demonstrate in our actions how to be the best that we can be and make 'Flowery Field a happy place to learn'.

We believe that if learners are to be successful they need to embrace challenge and take risks as they strive for beautiful work.

Quality Text.

At Flowery Field we believe that books can inspire, challenge and spark imagination. High quality texts are accessible to all through hands-on and creative activities which immerse them in the books.

We believe the teacher's role is crucial in helping children to develop their love of reading. Teachers are expected to model high expectations through the sharing of a quality text.

Learning Environments

Learning environments should 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.

Delivery

All children have access to whole class reading sessions, 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 KS1, children are encouraged to provide a written response to texts.

Within EYFS and KS1, children have access to additional reading sessions aimed at supporting them in decoding texts. These sessions provide opportunity for children to use and apply their phonics knowledge to unknown texts. These sessions focus on developing reading fluency and comprehension skills. This approach is also used as a targeted catch up within KS2.

Assessment and Recording

Regular phonic and benchmarking checks 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 are used to inform the planning and delivery of sessions.