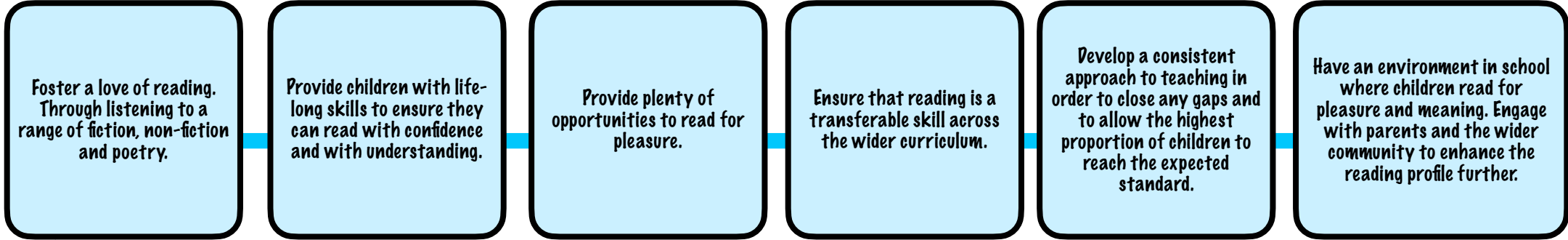
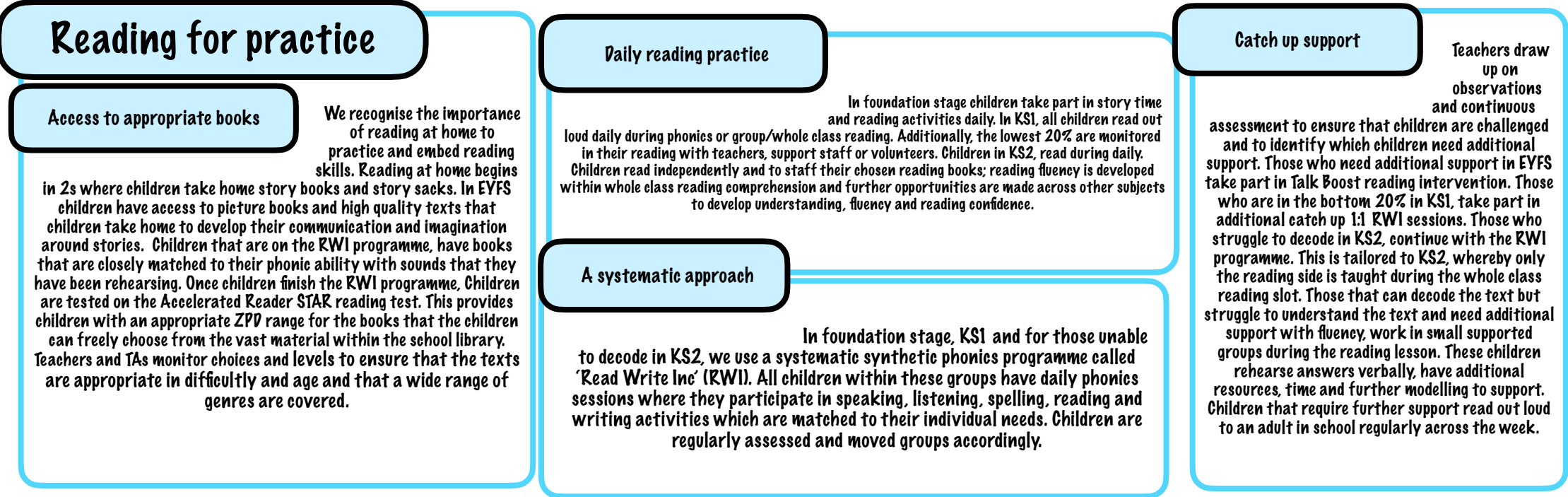




Intent-we aim to



Implementation- how do we achieve our aims?



Reading for meaning

Daily comprehension

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are required for children to become accomplished readers. In EYFS and KS1, children take part in whole class reading where children listen and respond to a text across the week verbally. In KS2, children take part in whole class reading comprehension lessons daily. Two of the days focuses on questions around the class story, whereas the other three focus on additional texts. These have been carefully mapped out to allow for cross-curricular links and question strands that need class focus where possible.

Structured lessons

Whole class reading follows the following structure. Monday - class story retrieval questions. Tuesday, Wednesday and Thursday - age appropriate texts selected often with cross curricular links. Opportunities in these lessons to read out loud, verbalise answers with partners, class or group, work independently. Friday - class story prediction or summary questions. There is opportunity for poetry performances, echo reading and fluency practice. From year 2 onwards, reading lessons are centred around Ks1 and Ks2 reading content domains, these are shared with children as Reading Vipers. (Vocabulary, inference, prediction, explaining, retrieval, summary/ sequence)

Reading for pleasure

Essential story time

We recognise that to develop a lifelong love for reading, reading for pleasure must be encouraged, modelled and celebrated. Teachers read to children in all classes daily. Story time is an opportunity for all children to be immersed in high quality texts and showered in fabulous sentence structures and vocabulary. Our book spine has been carefully selected to ensure that over the children's time at Maryport Primary School, they have a rich diet of genres and authors.

Access to quality books

Across the school, children have access to high quality books that reflect diversity and modern world. Our classrooms have areas showcasing quality books and our libraries are well-stocked. Staff recommend book choices to children and engage them in new releases. We visit our local library on a termly cycle and encourage the use of personal library cards. We develop our class library over the year by loaning books from the library van and library book boxes.

Free reading

In EYFS and KS1, children make use of book corners to read books for pleasure in their own time. In KS2, as children arrive to school in the morning, they are provided with reading for pleasure time, in which they can read books of their choosing and explore texts that has been selected as cross curricular links or recommended by their teacher. Children enjoy sharing and recommending books to others in their class. Children in Y5/6 access Reading Plus which is a progressive reading programme to enhance their vocabulary and fluency. Children enjoy accessing this within their free reading time.



Impact - how do we know we have achieved our aims?

Be engaging in and listening to high quality texts. Children will display enthusiasm around reading for pleasure.

Reading is key your all learning, the impact of our reading curriculum goes beyond the results of statutory assessments, these essential skills allow children to transition correctly.

Children read for meaning and pleasure. Staff enthusiastically share texts and show themselves as readers. Parents actively support us through reading and home and accessing workshops.

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons and beyond,

Children read around other subjects resulting in enhanced understanding of the world around them.

A high number of children achieve the expected standard of higher. Through targeted intervention, those finding reading challenging are helped to catch up.