

Subject on a Page: Reading
Intent - What?


At Abbey CE VA Primary School, we want to create confident learners for life. We do this through our six values: motivation, perseverance, challenge, kindness, independence and respect, all of which, help to develop a growth mind set. We work to ensure that children love reading and are exposed to a wide range of high quality texts. To underpin this, our curriculum aims to develop children's vocabulary and word recognition, fluency and comprehension skills. There is a consistent approach to teaching reading, which begins in Early Years with the teaching of Phonics through Essential Letters and Sounds our systematic phonics programme, and progresses onto whole class guided reading. We ensure there are plenty of opportunities across the curriculum to access and enjoy high quality texts, including our thoughtfully organised reading corners in every class. We help to foster a love of reading with daily story time using a varied range of texts from our carefully chosen reading spine.


Implementation - How, why?

Systematic Phonics Teaching	Daily Teaching of Reading	Vocabulary Development	Reading at Home	Access to Quality Texts	Class Text	Enrichment Experiences
<p>From Reception, children learn phonics using ELS approach to phonics learning. Books that link to the sounds children are learning are sent home alongside a sharing book to continue to develop a love of reading.</p>	<p>Once children finish the ELS programme (usually around end Y1), they move to Guided Reading in mixed ability classes. This learning focuses on developing children's word recognition, fluency and comprehension skills, and allows for regular opportunities to recall previously taught skills. A range of texts and extracts from our reading spine are used to develop reading fluency, comprehension and vocabulary.</p>	<p>Our phonics programme ensures daily teaching of vocabulary. Children learn decodable words, harder to read and spell words and are introduced to new vocabulary from the text, daily. Our guided reading lessons follow the same format so that children can continue to be exposed to a range of new vocabulary and challenged to use this in different contexts.</p>	<p>For home reading, whilst learning phonics, the children take home books linked to the sounds they are learning alongside a storybook to continue to develop their love of reading. Beyond ELS, children complete half termly assessments to determine the most suitable levels of books for them which ensures that the texts they choose are appropriately challenging. Children have reading records where they can record their progress at home.</p>	<p>We ensure the children are exposed to a range of text types and books that reflect our diverse community. These books are used in story times, as guided reading focus texts and through our English curriculum. Our books are linked to our themes, picture books, historical fiction, books with a Life Skills theme, non-fiction texts and poetry.</p>	<p>Every class, has a daily story time during which the children can listen to stories being read. The texts have been chosen to ensure diversity, quality, vocabulary development and enjoyment.</p>	<p>Enrichment experiences in our curriculum provide children with opportunities to deepen their understanding and use skills they have learnt whilst experiencing new things. These events make links with the community and strengthen curriculum links.</p> <p>In reading we:</p> <p>Celebrate World Book Week to develop a love of books and reading, challenge our children to think about stories in new ways, and encourage children to develop their own story telling skills.</p>

Impact


Our children show enthusiasm for reading and can talk about books that they have enjoyed reading, sharing and listening to. They are able to use a wide range of vocabulary when speaking and writing and have a good understanding of what they read and hear. Children use reading as a tool to support their learning in other subjects as well as reading for pleasure. We aim for children to achieve the expected standard for reading for their age and point of development and help to close gaps using ELS interventions.