



Our Reading provision aims to enable children to read easily, fluently and with a good understanding

BIG IDEAS

- Phonics: RWI is an inclusive phonics programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell.
- Guided reading: Children are exposed to a variety of texts as a whole class in order to develop comprehension and inferential skills.
- Individual reading: Each week children take home a matched RWI book, a phonically decodable book and one chosen for pleasure.

CONTENTS AND SEQUENCING

- Reading consists of two dimensions: word reading and comprehension.
- Word reading: Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners when they start school. This is then continued throughout Year 1, 2 and 3 if needed.
- Comprehension: Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher and class, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

CURRICULUM LINKS

Throughout the school reading is taught and enriched through carefully planned cross-curricular themes and interactive activities and also includes discrete reading and comprehension sessions. Teachers plan for children to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Reading skills are frequently used in the Quest and Science curriculum to promote understanding and widen vocabulary.

RETRIEVAL SCALE AND PROGRESS

The Reading curriculum is carefully sequenced so that prior knowledge and skills are recapped and built upon from previous year groups. Within each year group National Curriculum objectives are covered.

Children move through the RWI phonics scheme. They are assessed regularly to ensure speedy progression. PM benchmarking is used to ensure children are developing comprehension and inferential skills in line with their word reading skills. Guided reading sessions stretch children and give them exposure to more challenging texts to support progress.

SUPPORT

Everyone has access to the National curriculum for Reading.

Some children have further guidance from the teacher to access the learning effectively.

We will identify which children or groups are underachieving and take steps to improve their attainment. This includes planned and targeted interventions.