



Pupils

Reading daily either to themselves or an adult.

Share with class their favourite stories/act out stories, write stories and upload to Seesaw

*There are many little ways to enlarge your child's World. Love of books is the best of all."*



Parents

Hear your child read every day and record it.

Read a story/chapter to your child at least 3 times a week or more.

Revisit stories time and time again.

Revise nursery rhymes



Governors:

- Challenge and provide support to the leadership team to ensure success.
- Provide funding for additional resources for new texts for Early readers and challenging for upper KS2 (Staff survey)



Leadership will: (Include T.C / NB/ CP)

Share a strategic and research- based plan to governors and all stakeholders.

Ensure reading is a top priority in SDP and CPD.

Allow freedom with curriculum time so that reading has the 'time' (staff survey)

Reading is on every staff meeting and agenda. (CD provide training )

Rigorously challenge and monitor reading throughout the school on a daily basis.

Teachers/LSA's will:

- Devote daily time to explicit whole class reading instruction. (Vocab extension. Inference, comprehension/ phoneme blending)
- Ensure there is opportunity for individual silent reading daily.
- Follow up parents who are not hearing pupils read frequently.
- Analyses data from online reading tests. (TC to lead training)
- Emphasis on vocabulary and language in EYFS/Y1 in planning and T&L
- EYFS/ Y1- plan for hearing individual reading on a weekly basis
- Provide Leadership with a reading timetable



MAT:

Support and challenge the leadership team and staff to improve reading pedagogy.