

## Reading Overview

### Why

- We are determined and committed for reading (whether that be fluently reading a book or being immersed in a sensory story) to transcend individual learning barriers and provide every individual with a free magic carpet ride to anywhere on Earth or beyond
- Where a child has the potential to read we provide access to this.
- We are aspirational for all of our children
- We want to provide children with exciting reading experiences to encourage a love of reading.
- We advocate that phonics itself is not enough and that reading must be taught explicitly and celebrated across our unique curriculum pathways so that our children can develop holistically and unlock their full potential.

### What

- Story time is non-negotiable for everyone. At least once a day. Reading skills modelled if appropriate.
- Children on the phonics programme read after every phonics lesson (5 times a week). These reading sessions focus on decoding, prosody and comprehension and are cumulative.
- Once a child has read their phonics book in school at least 6 times, this book then goes home with that child to read at home. Each child also gets to take home a love of reading book which is to be read by the parent/carer (this is a book that may be beyond their phonics knowledge). Each child has a home school reading record that parents and carers fill in and sign.
- They only take a reading book home which they are fluent in it. This ensures that children who don't have someone to read to at home can read to their Teddy/ Pet/ Doll and doesn't impact on their progress.
- Where appropriate, all children have access to reading areas.
- Children are exposed to a wide and varied reading diet across the curriculum including new and bold books. A reading spine has been developed from our long term plans to complement and celebrate topics.
- Explicit reading skills are taught depending on each child's individual learning targets.
- Whole school activities – M&M productions, world book day.
- Reading shed outside.

### Impact

- Children are empowered by their abilities to read and therefore have grown in confidence across the curriculum.
- Improved cultural capital.. Performances from M&M productions and theatre visits. World book day activities.
- Children developing their vocabulary, background knowledge, attention, through the application of phonics and reading practice sessions.
- A structured focus on comprehension skills for children who are proficient decoders, but need to develop their reading-for-meaning skills, which in turn develops other aspects of reading fluency, such as prosody, vocabulary knowledge and verbal reasoning
- Staff passion and aspirations for the use of high-quality texts to support early reading for all children and enthusiasm for the Little Wandle programme to teach children to decode as they see the possibilities and successes it supports.