

ENGLISH: Reading For **practice, purpose and pleasure**













Lingham
Primary School



INTENT

What we aim to do!



		  		
Foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry	Provide children with lifelong skills to ensure they can read with confidence and achieve a broad knowledge of vocabulary	Build a community of readers who understand the value of:  Reading for Practice- the mechanics of reading  Reading for Purpose- acquiring knowledge and performing  Reading for Pleasure- just for the love of it	Show our teachers as readers! Dedicate time in class to enjoy a text as a whole class so that all classmates have a book in common	Have structures in place to develop children's comprehension skills, helping our pupils to succeed



IMPLEMENTATION

How we do it!

Reading for Practice

A systematic approach...

In EYFS and KS1, we use a systematic synthetic phonics programme called Little Wandle, which is supported by a comprehensive scheme of reading books. EYFS and KS1 children are phonic-assessed every half term and placed into groups which match their level.

All EYFS and KS1 children have daily phonics or spelling sessions where they participate in speaking and listening activities.

In FS and KS1 all children read aloud a minimum of 3 times per week. Phonics is a priority focus in FS and KS1, and, in KS2 the focus moves more to comprehensions and vocabulary as the expectation is that children will read with an appropriate level of fluency by the end of Year 2. However, those children who still require support with phonics or fluency in KS2 are grouped to get the practice they need.

In KS2 the children are taught through both shared reading sessions, where everyone works on a text together and guided sessions, where the children are working on books specifically linked to their reading ability.

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How we do it!



Closing the Gap

Teachers draw upon observations and continuous assessments to ensure children are challenged, and they identify any who may need additional support.

In KS2, children working below the expected standards are given additional sessions with a teacher or TA during guided reading sessions. In FS and KS1 additional support is given in class.

Children requiring phonic support have their interventions carefully planned and delivered using the Little Wandle resources. Children who require extra support with fluency follow a carefully structured fluency programme. Regular assessments ensure that all children are requiring the support they need.



Home Reading



We recognise the importance of reading at home to practise and embed reading skills.

In KS1 and FS, the children's reading books are closely matched to their phonic ability and they go home after they have been read at school. This is also the case for children needing extra support in phonics. Once children can read more fluently, they freely choose books to read from our class libraries.

Teachers monitor the children's choices to ensure that the texts chosen are appropriate for accessibility and challenge.



Reading for Purpose

Children are discretely taught the necessary skills to **retrieve, summarise, sequence, explain, infer & predict** within all reading lessons and these skills are reinforced right across the curriculum, too, not just in English!

We endeavour to ensure we provide our pupils with a 'language rich' environment and ensure we have a wide range of texts displayed around our school, to correlate with our wider curriculum.



Reading for Pleasure

Reading for pleasure is, quite simply, the key to everything.

Whilst we recognise that there is an innate aspect to reading for pleasure, we are looking into ways we can encourage more of our children to read for their own enjoyment. We have the following in our curriculum to encourage more children to read for pleasure:

- Having dedicated time for reading aloud to our children—purely for the love of reading!
- Having welcoming class library areas.
- Having the time to talk about books and share a love of reading.
- Having the time for independent reading—and for that not to be sacrificed for anything! Is there anything better than you-time with your time?
- Regular visits to Moreton library