



Be . Build . Become

Reading

Intent

At Bloxham Primary School, we value reading as a vital life skill and are dedicated to enabling our pupils to become lifelong readers. It is our vision that every child at Bloxham has a love of reading, and that language and ideas, absorbed from books, are applied to their own writing. At Bloxham, we are passionate about inspiring a love for reading. The importance that is placed on reading and the enjoyment a child has of reading, is well known to have a significant impact on a child's later life. As such, we believe that reading should be at the heart of the education we deliver and for our children to develop a love of reading through talking about books.

We aim for all pupils to:

- develop a lifelong love of reading.
- develop confidence, fluency, accuracy, understanding and expression when reading.
- develop a secure phonetic knowledge that is learnt in a systematic and progressive way.
- apply their phonetic knowledge to both their reading and writing in all subject areas.
- make phonetically plausible attempts at unfamiliar words enabling them to write with an appropriate level of independence for their age
- develop their vocabulary.

Implementation

How we teach Reading

Our reading curriculum ensures full coverage of the requirements of the National Curriculum (2014) and is designed to support every child to:

- read confidently and fluently with understanding.
- develop their enjoyment of reading and personal preferences with a love of books.
- acquire a wide and varied vocabulary.
- read a wide variety of texts including literary classics and modern novels.

We know that a culture of reading for enjoyment can develop and instil life-long habits that will help children in their primary school learning and beyond. Teachers discuss what they are reading with the children, make recommendations and inspire their

class to do the same. Children are given the opportunity to apply their reading skills across the wider curriculum.

Children are heard read in a variety of ways such as (but limited to): 1:1 reading; paired reading; group reading; reading aloud in class; Reciprocal Reading.

'Making sure that children become engaged with reading from the beginning is... one of the most important ways to make a difference to their life chances'

(The Reading Framework, 2021)

With this at the forefront, reading should be part of our everyday lives. We model this everyday across our school and aim to support children to find their reading preferences.

We encourage a love for reading through:

- Class novel/ daily story time read by the teacher
- Daily 5mins. fluency reading
- Paired and independent reading
- Reading recommendations
- Informal reading opportunities with 'Book Talk'
- Inviting, cosy reading environments in every classroom
- Author visits
- Celebration of World Book Day and Book Fairs
- Displays of favourite books
- A school environment that promotes a love of reading
- School Library to borrow additional books to read for pleasure

When children can decode text effectively, we develop their comprehension skills so that they can read age-appropriate texts with fluency and understanding. We focus on developing vocabulary and specific reading skills, such as: clarifying, questioning, predicting, making connections, making inferences, and summarising. Vocabulary is specifically taught and modelled to the children, not just through English and whole class reading sessions, but through all curriculum subjects.

In Key Stage 1, when children have been assessed to have completed the programme, they move on to accessing the RWInc comprehension programme for 40 minutes a day.

Alongside this, Reciprocal Reading is the whole school framework we use for teaching **understanding** in reading. It improves reading by teaching the children strategies that they can use to help them understand what they are reading and can be used by children of all ability levels.

Reciprocal Reading – our specific reading skills

Making connections – This helps us make links between what we already know and new information. We look at the title, pictures, and any headings. Children are encouraged to think about how the text relates to: their life; personal experiences; a book they have read; events in the real world; something they have read on the computer, seen on TV or heard in a song.

Predicting & Inference – This uses clues to make guesses about what is being read. Children predict what they think might happen in the text they are about to read and

whilst reading it. They explain their reasons for their predictions. Children reflect on their predictions to check whether they were correct.

Visualising – Good readers create pictures in their minds as they are reading and this helps them understand the story. Good readers don't just read their stories, they *live* their stories!

We encourage children to stop and think about what they see in their minds – what they can visualise. What do they see? What do they hear? What do they add to their own picture to help the image come alive? We encourage children to use all their senses and build on the author's words.

Clarifying – Children are encouraged to 'look for' clues to help make sense of unknown words. Whilst reading, children should pick out words or phrases they are unsure of. The text and word-association, spellings strategies, etc. are used to help children 'unpick' a word's meaning.

Questioning – We ask (and we encourage children to ask) questions as it helps increase their understanding of the events within a text. Children are also encouraged to make up their own questions about a text or write down those which simply 'pop' into their minds.

Summarising – We encourage children to do this after reading as it helps to draw out the main ideas, themes, and events within a text as well as showing our understanding of a text. We ask children to 'take' the most important information from a text and put it into their own words.

The above strategies are steadily introduced over a period of time, beginning in Foundation Stage, to ensure each strategy is fully understood. These skills are progressive from Foundation to year 6.

Please see the **Phonics and Early Reading Policy** for how we teach early reading.

Impact

At Bloxham Primary School, we see the success in reading through the enjoyment and love of reading shared in every classroom. Pupils will be confident in discussing the books they have read and love with both staff, and other pupils and 'build on' their enjoyment by reading more books written by the same author, more novels with a similar theme, reading the next book in a trilogy, for example.

We measure the impact through discussion with staff, children, parents, learning walks, book looks and formative data (Reading Assessment Bookmarks) and summative data (Cornerstones Reading Comprehension). We also meet with Partnership schools, to discuss the teaching and learning of reading and share best practice, as well as moderate reading judgements.

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