



Be . Build . Become

Reading

It is our vision that every child at Bloxham has a love of reading, and that language and ideas, absorbed from books, and are applied to their own writing. Within the classroom, book corners allow pupils to access books of their choice and instil the importance of reading within the learning environment. A levelled set of books are available for pupils to change regularly. The children are able to take two books home, one choice and one levelled.

Our Reading Curriculum

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

- confidently and fluently read 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
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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 for reading through talking about books.

We know that a culture of reading for enjoyment can develop life-long habits that will help children in all of their learning in primary school and beyond. Teachers discuss what they are reading with the children, make recommendations and inspire their class to do the same. Children have the opportunity to apply their reading skills across the wider curriculum.

Children are heard read in a variety of ways. These include:

- 1:1 reading
- Reading aloud to the class in both whole class reading / reciprocal reading and other subjects
- Reading in pairs / groups

How we teach 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). Therefore, reading should be part of our everyday lives. We model this every day across our school and we aim to support children to find their reading preferences.

Some of the ways that we encourage a love for reading:

- Class novel / daily story time read by the teacher
- 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
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From day one in the Foundation Stage, the teaching of reading begins with phonics. We follow a synthetic phonics programme: Read, Write, Inc. Children are taught phonics daily. In this lesson, they also participate in speaking, listening and spelling activities linked to the sound they are learning.

If children are not secure in their decoding skills by the end of KS1, they will continue to access the phonics programme in Year 3.

When children are able to 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. Each day, vocabulary is specifically taught, and modelled to the children. In years 3 to 6, this takes place in our Word of the Day session and in whole class reading lessons.

Reciprocal Reading is the framework we use for teaching **understanding** in reading. It improves reading by teaching 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 can be used by children of all ability levels.
- It encourages children to think about their own thought processes.
- It helps children to be actively involved and boosts confidence.
- It is challenging and fosters a real interest and excitement for reading.

These are the strategies we use and how you can help at home:

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

Predicting – This uses clues to make guesses about what is being read. Ask your child to predict what they think might happen in the text they are about to read. Ask them to explain their reasons for thinking this. They can also predict as they read through a story to guess what might happen next. After reading encourage your child to check if their predictions are 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! Have your child stop and think about what they see in their minds. Have them close their eyes and picture it. What do they see? What do they hear? What do they add to their own picture to help

the image come alive? Encourage them to use all their senses and build on what the author has said. See more than what is in the text.

Clarifying – This is where readers look for clues to help make sense of unknown words. During reading ask your child to pick out words or pieces of text they are unsure of. Talk together to try and work out what the word might mean, by using some fix up strategies.

Questioning – We ask questions as it helps increase our understanding of the text. Ask your child to make up questions about the text. Good questions ask who, what, when, where, why and how.

Summarising – We do this after reading because it helps us draw out the main ideas and shows our understanding of the text. Ask your child to tell you about the most important information and put it into their own words.

They are introduced over a period of time to ensure each strategy is fully understood. These skills are progressive from foundation to year 6.

Initially the teacher models the strategies. Gradually the children's confidence and competence increases and the adult input decreases. The eventual aim is that children will use the strategies independently.

How we monitor the impact of our teaching of Reading

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.

We measure the impact through discussion with staff, children and parents, learning walks, book looks and formative and summative data.