

Reading – the key to the curriculum

It is our belief that the ability to read and interpret written language is a fundamental skill that enables access to the curriculum. Reading is essential for life-long learning. With this in mind the intended aim of our reading strategy is;

For learners to feel **happy** (by fostering a love of reading), to feel **safe** (in the development of key reading skills) and to make **progress** (accessing the information that will support their development in all curriculum areas) removing barriers to learning and being prepared for the next stage on the journey to adulthood.

The reading strategy is implemented with due consideration of the following points;

- The teaching of reading is to be given a high priority by all staff. Success in reading is crucial in developing children's self-confidence and motivation to learning in general. Reading and books are at the centre of the curriculum.
- Teaching and learning supports the development of learning to read and reading to learn strategies.
- The development of reading cannot be seen in isolation from writing or speaking and listening. The best readers are the best writers - we read as writers and write as readers!
- Strategy is based on the latest research and best practice observed with an emphasis placed on constant review (effectively using the assess, plan, do, review cyclical model). Staff engage in continuing professional development to ensure practice is up to date.
- We strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way (introducing good quality books, from a variety of cultures and in a range of different styles and formats).
- All children can learn to read and every teacher is an advocate for reading.
- Reading is pleasurable. We promote the love of reading.
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The expected impact of our reading strategy is that;

Pupils will develop the skills that enable them to close the reading attainment gap (from a low starting point) and become readers for life. By the end of their time with us, pupils are able to read fluently, and with confidence.

How we teach reading at Longspee Academy

Reading skills are taught four times a week in a structured reading session focussing on **language comprehension** and **word recognition**. Reading skills are applied across all other curriculum areas with reference to and reflection on the use of those skills.

- Background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge are taught as part of **language comprehension**.
- Sight recognition, decoding and phonological awareness are taught as part of **word recognition** skills.
- Alongside language comprehension and word recognition, we carefully consider attitudes and motivation, with an ongoing focus on reading fluency.
- The children's taught reading sessions will be structured with a mixture of guided group, individual and whole-class elements. The guided-group sessions enable the teacher to focus on key skills they know a specific group of children need whilst the whole class sessions allow all children (regardless of their personal word recognition and phonics' skills) to access, experience and discuss high-quality texts therefore preventing them from being held back by the mechanical skills of reading. Individual reading forms part of bespoke intervention supporting pupils with their personalised reading needs.

- Language comprehension is not only taught discretely e.g. Vocabulary is taught at all times in all curriculum areas with the support of our word rich environment.
- Phonics' teaching is based on and uses the structure set out in Letters and Sounds (DfE). Planning comes from Twinkl Plan it (based on the National Curriculum objectives) and is supplemented by intervention programmes e.g. Phonics' bug and Nessie. Phonics is taught through practical, visual, auditory and kinaesthetic learning and the use of a range of high quality resources.
- All of the pupils can access a range of reading schemes: including Oxford Reading Tree, Rigby Star and Rapid Readers. These books are then grouped into different colours according to the level of difficulty. The scheme contains a range of books that are both fiction and non-fiction. Pupils have access to Rapid Readers online which enables them to read these books at home with parents and carers.
- Reading is assessed and monitored against the age-related expectations and measured against Pearson reading age tests.