

Reading Overview

We aim to be a school that confidently teaches every child to be a reader. The aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read.

At All Saints', the curriculum for reading is delivered so that each child becomes an enthusiastic reader with the necessary skills to tackle any text. Children are taught the appropriate strategies in reading, including phonic skills, word recognition and the use of picture and contextual cues to develop comprehension skills and increase independence in reading for enjoyment.

We aim:

- To develop a love of reading
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts
- To read and enjoy a range of texts from a variety of sources
- To create a strong, embedded reading culture through a language rich environment both in classrooms and the wider school environment
- To deliver a structured and consistent whole school approach to the teaching of reading
- To recognise the importance of parents/carers in supporting and developing children's reading skills and love of reading
- To monitor and assess children's progress in reading and identify those who require extra support, intervening appropriately

We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through intervention programmes in school and through external support where necessary.

Reading Materials

Reading books are levelled according to Reading Recovery book bands. Within each book band there is a range of books from different reading schemes, Collins Big Cat, Pearson, Rising Stars and Oxford Reading Tree. Texts are either fiction, non-fiction, poetry or playscripts. The book banding system is used from EYFS to Year 6.

Children also have access to our school library and are encouraged to read a range of different genres of fiction and non-fiction texts. Class teachers monitor texts taken from the library to ensure that they are the appropriate level for children.

Teachers use the Letters and Sounds document to inform phonics planning. Phonics teaching starts in EYFS with phase 2 Letters and Sounds. Children learn both the sound and the grapheme at the same time, building up on knowledge of sounds, practicing blending and segmenting to decode and understand the meaning of the words on the page.

Phonics teaching continues into year 1 and year 2. At the end of Year 1 children take the statutory Phonics Screening Test, retaking it in Year 2 if they have not already achieved the threshold pass rate the previous year. Year 2 children that have passed the phonics screening checks begin to follow our whole school spelling scheme 'No Nonsense Spelling'.

Reading at Home

At All Saints' we recognise the strong links between support at home and success in reading and seek to encourage a positive home-school reading partnership. Children are expected to read with an adult at home regularly to further develop reading skills learnt in school. Each child has a reading diary and staff monitor how often each child is reading with an adult at home. In Key Stage One children's reading books will only be changed when they have read the book twice at home and the diary has been signed by an adult. Staff at school will also comment in reading diaries when they listen to children read.

Children in Year 1-6 are also encouraged to take part in our yearly reading challenge. The idea behind this is to further promote an enjoyment of reading throughout the school and challenge readers of all abilities to explore different types of texts. The children can choose their own level of challenge and they will have a checklist to complete in their reading diaries. The challenge is monitored by class teachers and celebrated during collective worship at the end of the year.