

A caring Christian community where every child achieves a love of life and of learning.



Lydney C of E Primary School

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Reading policy and Curriculum Overview

Intent

Subject Vision: Creative, inspiring, inclusive and nurturing.

Our curriculum is based around 5 drivers that underpin positive learning attitudes and the development of the whole child in all subjects.

At Lydney C of E school, we strive to ensure that all children become successful, fluent, keen and enthusiastic readers by the end of Key Stage two and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Love of reading' with a focus on reading aloud, comprehension skills, vocabulary development and speaking and listening.

At Lydney C of E school, we seek to build a culture of reading for enjoyment that will develop a lifelong love of reading which will benefit children in so many ways. We recognise that reading for pleasure will encourage children to succeed both academically and socially.

Implementation

How is reading taught:

Phonics

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

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Objectives

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Curriculum, Teaching and Learning Guidance

At Lydney C of E School, we follow the 'Little Wandle' Letters and sounds revised approach to the teaching of reading. The seven features of effective phonics practice which characterise effective phonics underpin our phonics teaching.

How is our phonics teaching organised?

Direct teaching in frequent, short bursts

Phonics lessons are taught daily

Daily lessons follow the weekly content grids.

Each lesson takes 10-30 minutes, depending on the age and stage of the children being taught.

Learning is reinforced and applied in context throughout the day.

Consistency of approach

- All teachers and teaching assistants are thoroughly trained and have the same:
 - knowledge and understanding of phonics
 - pronunciation of phonemes
 - use of terminology
 - expectations of pace and progression of learning
 - can-do attitude, promoting high expectations for all
 - responses to children's errors.
- In lessons, everyone has/uses the same:
 - materials - grapheme cards, wall charts, friezes and word cards
 - routines and mantras
 - expectations of behaviour and responses.

Reading Leaders have been appointed who are sufficiently expert in the teaching of early reading to coach teachers, monitor provision and gather data. (Stacy Armitt and Amy Conlin)

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All teachers watch the 'How to' videos and refer to the 'Prompt cards' in preparation for teaching.

Secure, systematic progression in phonics learning

The programme overview is used to map expected progress.

- New GPCs and tricky words are taught in the same order as the progression.
- Children blend to read and segment to spell.
- Weekly grids are adhered to.
- Assessment for learning is used to ensure adequate review and practice, and to highlight 'focus' children who need additional practice outside the lesson.

Maintaining pace of learning

Teaching of phonics starts in Reception by Autumn term week 2.

- Children in Reception are taught to blend graphemes by Autumn term week 2 of teaching.
- Termly assessments (every six weeks) are used to ensure teachers have detailed knowledge of each pupil's progress.
- These assessments are used to identify any gaps in the children's secure phonic knowledge.

This information is used to plan teaching and review in the assessment week (week 6) and in subsequent lessons.

- Assessment weeks are used to assess every child and map their progress to the programme expectations.
- The termly assessments and daily AFL are used to plan class teaching and further support for focus children.

Providing repeated practice

New learning moves into the orthographic store through repeated practice.

- Repeated practice occurs in all aspects of the lesson.
- Routines are used to keep the cognitive load low.
- Children are initially taught to read words with overt blending, but fluent reading - blending in their heads - is the ultimate goal.
- Both spelling and reading are practised daily (from the end of Autumn 1 in Reception).
- Teachers engage children in learning through:
 - energy and enthusiasm
 - extensive interaction between teachers and children in lessons
 - generous praise and encouragement
 - building on and celebrating success.

Application of phonics using matched decodable books

In Reception, children begin practising reading in matched decodable readers as soon as they can blend.

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- Termly assessments are used to match children's secure phonic knowledge to decodable books at 90% fluency.
- Reading practice sessions are:
 - timetabled at least three times a week
 - taught by a trained teacher/teaching assistant
 - delivered in small groups.
- Teachers use the 'three read' model for each book to ensure fluent reading and to develop prosody and comprehension.

Home reading

- The same book is sent home/provided as an e-book to practise fluent reading. This is sent home at the end of the three reading sessions.
- The school provides support for parents in doing this. We hold parents meetings and staff are available to answer questions and offer assistance with log-ins etc...
- Books used:
 - are exactly matched to the phonics progression
 - present only words made up of GPCs learned to that point
 - include tricky words only as they are introduced in the programme

In addition to their Little Wandle fully decodable book, children will be able to choose and take home a book to enjoy with their family (this may not be fully decodable). Children will also be given the opportunity to borrow a book of their choice from the library to enjoy at home. The purpose of these books is to promote and develop a 'love of reading'.

Early identification of children at risk of falling behind, linked to the provision of effective keep-up support

Reception children not blending by Autumn term week 3 receive 10 minutes of daily additional blending practice until they are blending confidently.

- Any child not secure with a GPC has informal/formal keep-up that day.
- Daily keep-up sessions are timetabled and used for children who need long-term additional practice, as well as those children who need short-term specific support.
- Teachers are alert to any child not keeping up and instantly provide same-day intervention.
- Termly assessments are used to identify gaps and give precise additional support for those children who need it.
- Teachers organise keep-up sessions, record progress and ensure parents and other staff are informed.
- All keep-up teachers are trained, have watched the 'How to' videos and have referred to the 'Prompt cards' in preparation for teaching.

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Reception overview

Please refer to the enclosed Little Wandle letters and sounds Revised: programme progression- Reception overview of GPCs and tricky words that we teach term-by-term.

Year 1 overview

Please refer to the enclosed Little Wandle letters and sounds Revised: programme progression-Year 1 overview of GPCs and tricky words that we teach term-by-term.

Rapid catch up

What is Rapid Catch-up?

Every child in Year 2 or above who cannot read at age-related expectations needs urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible.

Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly. By the end of the programme, children should be reading with enough fluency and accuracy to access the curriculum in class, and to read with enjoyment and understanding. Children will be assessed, and this will determine which phase they are taught. They can be taught individually or in groups. The children will be taught a daily lesson lasting 15 to 20 minutes.

What does it teach?

Rapid Catch-up teaches word reading, spelling and reading in fully decodable books at a fast pace.

Phase 2	4 weeks
Phase 3	4 weeks
Phase 4	4 weeks
Phase 5	14 weeks

The rapid catch-up progression and overview document (enclosed) shows in detail what is covered at each phase.

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Timetabling

Children have two full 20-minute lessons a week that teach phonics and spelling. They have a review lesson and three Reading practice sessions.

Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of teaching from days 1 and 2 10-minute phonics lesson plus 10- to 15-minute Reading practice session. In Phases 2 and 3, you will use the blending practice books for this session.
Day 4	10- to 15-minute Reading practice session
Day 5	10- to 15-minute Reading practice session

EYFS reading expectations (non-negotiable)

In EYFS reading opportunities will be immersive in all areas of learning to enhance the provision and the children's experiences.

For example:

In the construction area there may be Mrs Armitage's wheels by John Burningham.

Next to the sand tray full of JCB'S there is a non-fiction text about diggers and construction.

Other examples may include the book 'Rainbow Fish' in the dough area enhanced with sequins, cutters and other tools.

In the museum area there may be a range of non-fiction texts about dinosaurs, toys in the past and rocks.

Reading opportunities

5 a day - children should be given 5 opportunities a day to read and share quality texts (paired, guided, comprehension, independent, whole class).

The children will listen to a wide range of stories, poems and non-fiction texts rhymes and singing session which will be planned to develop the children's vocabulary for a minimum of 2 x 15-minute sessions a day. Story time will be carefully planned with books selected from the core book text map to provide rich language above their 'pay-grade'.

Author of the term will be changed half-termly.

The teaching of reading

Comprehension

Alongside our phonics policy the children will be taught comprehension skills using 'Cracking Comprehension' as a whole class lesson after Easter. This allows the class teacher to build reading comprehension skills with the class,

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read and listen to texts, highlight relevant evidence and form the answers to questions.

Cracking comprehension input will be followed by supplementary worksheets which are stored in their individual document wallets.

Hearing readers

Children will be heard read during the Little Wandle reading practice sessions three times a week by a member of staff in the class. Additionally, children will be heard read independently once every two weeks on a rotational basis with the teacher and other members of staff. This reading session will be recorded in their reading records. The lowest 20% of children will be listened to read daily by a member of staff.

Impact

Assessment

The Little Wandle Letters and Sounds Revised assessments are carried out by the class teacher or trained teaching assistant every six weeks, after each five-week block of teaching. They are one-to-one assessments that give us a clear indication of the progress of each child. For consistency, the same person will carry out all the assessments. The assessments do not replace our daily assessment for learning. We do not wait until these progress checks to act if a child is falling behind. It is critical that we ensure the children keep up and get daily additional practice the moment they need it. These assessments will identify the lowest 20% that will be given immediate targeted support.

Love of reading

Research specifically shows that the benefits of reading are more likely to be felt when reading takes place through free choice.

The positive outcomes of reading will occur more often and more strongly if reading is enjoyable in the first instance.

This is why the 'for pleasure' element of reading for pleasure is so important.

All daily reading sessions will be fun. Teachers will model delivery and enjoy entering a new world.

Once a week a reading activity will be planned which will foster a love and enjoyment of reading.

Please see appendix- *Love of reading ideas*

Displays around the classroom including the reading area will reflect the children's reading interests; celebrate authors and books and offer

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opportunities for children to engage with and respond to what they are reading.

Year 1 reading expectations (non-negotiable)

In Year 1 reading opportunities will be provided in all areas of the classroom to enhance and support the teaching of the topic and discrete subjects.

Reading opportunities

5 a day - children should be given 5 opportunities a day to read and share quality texts (paired, guided, comprehension, independent, whole class).

The children will listen to a wide range of stories, poems and non-fiction texts rhymes and singing session which will be planned to develop the children's vocabulary for a minimum of 2 x 15-minute sessions a day. Story time will be carefully planned with books selected from the core book text map to provide rich language above their 'pay-grade'.

The teaching of reading

Comprehension

The Little Wandle reading practice groups, have a focussed comprehension session on one day per week. Alongside this, the children will be taught comprehension skills using 'Cracking Comprehension' as a whole class lesson. This allows the class teacher to build reading comprehension skills with the class, read and listen to texts, highlight relevant evidence and form the answers to questions.

Cracking comprehension input will be followed by supplementary worksheets which are stored in their individual document wallets.

Hearing readers

Children will be heard read during the Little Wandle reading practice sessions three times a week by a member of staff. Additionally, children will be heard read independently as often as possible, on a rotational basis by the teacher and other members of staff. This reading session will be recorded in their reading records. The lowest 20% of children will be listened to read daily by a member of staff.

Impact

Assessment

The Little Wandle Letters and Sounds Revised assessments are carried out by the class teacher or trained teaching assistant every six weeks, after each five-week block of teaching. They are one-to-one assessments that give us a

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clear indication of the progress of each child. For consistency, the same person will carry out all the assessments. The assessments do not replace our daily assessment for learning. We do not wait until these progress checks to act if a child is falling behind. It is critical that we ensure the children keep up and get daily additional practice the moment they need it. These assessments will identify the lowest 20% that will be given immediate targeted support.

Reading assessments will be on-going and all reading activities will feed into these assessments recorded three times a year on Insight. Class record keeping will be recorded in a file.

Love of reading

Research specifically shows that the benefits of reading are more likely to be felt when reading takes place through free choice.

The positive outcomes of reading will occur more often and more strongly if reading is enjoyable in the first instance.

This is why the 'for pleasure' element of reading for pleasure is so important.

All daily reading sessions will be fun. Teachers will model delivery and enjoy entering a new world.

Once a week a reading activity will be planned which will foster a love and enjoyment of reading.

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Displays around the classroom including the reading area will reflect the children's reading interests; celebrate authors and books and offer opportunities for children to engage with and respond to what they are reading.

Year 2

2022/23

Due to the introduction of our new phonics scheme (September 2022) and the effects of Covid, children in this year group are not ready to exit the Little Wandle programme. We are following the advice (attached) to help us complete phase 5 and ensure all children in year 2 are able to read with fluency.

Children are receiving Little Wandle phonic sessions 5 times a week. Children are also receiving the reading practice sessions three times a week.

Children who are still falling behind receive rapid catch up. (See rapid catch up section of the policy)

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Year 2 reading expectations (non-negotiable)

In Year 2 reading opportunities will be provided in all areas of the classroom to enhance and support the teaching of the topic and discrete subjects.

Reading opportunities

5 a day - children should be given 5 opportunities a day to read and share quality texts (paired, guided, comprehension, independent/ silent, whole class). In response to these reading activities children will be given tasks so that they can respond to the text and record their thoughts in their reading journal.

The children will listen to a wide range of stories, poems, rhymes and non-fiction texts for a minimum of 20 minutes a day. Story time will be carefully planned with books selected from the core book text map to provide rich language above their 'pay-grade'. In addition to this, regular rhymes and singing sessions will be planned which will develop the children's vocabulary. Author of the term will be changed half-termly.

The teaching of reading

Comprehension

Alongside our phonics policy the children will be taught comprehension skills using 'Cracking Comprehension' as a whole class lesson. This allows the class teacher to build reading comprehension skills with the class, read and listen to texts, highlight relevant evidence and form the answers to questions. Cracking comprehension input will be followed by supplementary worksheets which are stored in their individual document wallets.

Hearing readers

Children will be heard read during the Little Wandle reading practice sessions three times a week by a member of staff. Additionally, children will be heard read independently once every week on a rotational basis with the teacher and other members of staff. This reading session will be recorded in their reading records.

The lowest 20% of children will be listened to read daily by a member of staff.

Impact

Assessment

A caring Christian community where every child achieves a love of life and of learning.

The Little Wandle Letters and Sounds Revised assessments are carried out by the class teacher or trained teaching assistant every six weeks, after each five-week block of teaching. They are one-to-one assessments that give us a clear indication of the progress of each child. For consistency, the same person will carry out all the assessments. The assessments do not replace our daily assessment for learning. We do not wait until these progress checks to act if a child is falling behind.

Additionally, a phonic assessment is carried out to establish which children will need additional precision teaching of phonic sounds. Rapid catch up assessment is also carried out every 5 to 6 weeks for those children who are receiving it. It is critical that we ensure the children keep up and get daily additional practice the moment they need it. These assessments will identify the lowest 20% that will be given immediate targeted support.

Reading assessments will be on-going and all reading activities will feed into these assessments recorded three times a year on Insight. Class record keeping will be recorded in a file.

Love of reading

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This is why the 'for pleasure' element of reading for pleasure is so important.

All daily reading sessions will be fun. Teachers will model delivery and enjoy entering a new world.

Once a week a reading activity will be planned which will foster a love and enjoyment of reading.

Please see appendix - *Love of reading ideas*

Displays around the classroom including the reading area will reflect the children's reading interests; celebrate authors and books and offer opportunities for children to engage with and respond to what they are reading.

Key stage 2

Reading scheme

As our children progress through the school and their reading becomes more fluent, we use Collins Big Cat as a whole-school programme that provides complete support for primary reading. Having delivered effective phonics with fully

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decodable books, we then use levelled readers to support independent reading when the children are ready for this next stage.

Additionally, children will be able to choose and take home a book to enjoy with their family from the book corner. Children will also be given the opportunity to borrow a book of their choice from the library to enjoy at home. The purpose of these books is to promote and develop a 'love of reading'.

Year 3 and 4 reading expectations (non-negotiable)

In Year 3 and 4 reading opportunities will be provided in all areas of the classroom to enhance and support the teaching of the topic and discrete subjects.

Reading opportunities

5 a day - children should be given 5 opportunities a day to read and share quality texts (1-1, paired, guided, comprehension, independent/ silent, whole class). In response to these reading activities children will be given tasks so that they can respond to the text and record their thoughts in their reading journal.

The children will listen to a wide range of fiction, poetry, plays, non-fiction, reference books and text books for a minimum of 25 minutes a day. Story time will be carefully planned with books selected from the core book text map to provide rich language above their 'pay-grade'.

Author of the term will be changed half-termly.

The teaching of reading

Phonic intervention

Our phonics policy (Little Wandle), includes a 'rapid catch up' intervention for any children who have fallen behind with their phonic knowledge. (See rapid catch up section of the policy).

The teaching of comprehension skills

The children will be taught comprehension skills using 'Cracking Comprehension' as a whole class lesson and guided reading on a fortnightly cycle. *It may be more appropriate to change the cycle for individual classes but this must be agreed with the English lead.*

Week 1 - Cracking Comprehension. This allows the class teacher to build reading comprehension skills with the class, read and listen to texts, highlight relevant evidence and form the answers to questions. All supplementary

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worksheets should be completed by the children and stored in individual document wallets.

Week 2 - Group/ guided reading

Each comprehension lesson will be taught for a minimum of 25 minutes.

Group/ guided reading will be led by a teacher or TA and must have a clear teaching focus/ intention. This will be an opportunity to model reading skills through thinking and speaking out loud. Books can be re-read during guided/ group reading sessions to develop the skills of decoding, fluency, expression, reading for meaning and vocabulary development. While the teacher is focused upon the group, the rest of the class will be given carousel reading activities.

Carousel activities should include:

- Follow up to the group reading book
- Comprehension activities
- Independent reading
- Exploring non-fiction/ topic texts
- Book reviews
- Pre-reading activities in readiness for next group reading session
- Finishing off work and editing and polishing

Hearing readers

Children who are receiving intervention will be heard read during the Little Wandle reading practice sessions three times a week by a member of staff.

Additionally, all children will be heard read independently once a week by a member of staff. This may be during the guided reading session, or reading during whole class comprehension activities, or individually on a rotational basis with the teacher and other members of staff. The class teacher will hear all children read their reading book at least once every three weeks so that they can assess their progress and take appropriate action. All reading sessions will be recorded in their reading records.

The lowest 20% of children will be listened to read daily by a member of staff.

Impact

Assessment

Rapid catch up assessment is also carried out every 5 to 6 weeks for those children who are receiving it.

Reading assessments will be on-going and all reading activities will feed into these assessments recorded three times a year on Insight. Class record keeping will be recorded in a file.

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Love of reading

Research specifically shows that the benefits of reading are more likely to be felt when reading takes place through free choice.

The positive outcomes of reading will occur more often and more strongly if reading is enjoyable in the first instance.

This is why the 'for pleasure' element of reading for pleasure is so important.

All daily reading sessions will be fun. Teachers will model delivery and enjoy entering a new world.

Once a week a reading activity will be planned which will foster a love and enjoyment of reading.

Please see appendix- *Love of reading ideas*

Displays around the classroom including the reading area will reflect the children's reading interests; celebrate authors and books and offer opportunities for children to engage with and respond to what they are reading.

Year 5 and 6 reading expectations (non-negotiable)

In Year 5 and 6 reading opportunities will be provided in all areas of the classroom to enhance and support the teaching of the topic and discrete subjects.

Reading opportunities

5 a day - children should be given 5 opportunities a day to read and share quality texts (1-1, paired, guided, comprehension, independent/ silent, whole class). In response to these reading activities children will be given tasks so that they can respond to the text and record their thoughts in their reading journal.

The children will listen to a wide range of fiction, poetry, plays, non-fiction, reference books and text books for a minimum of 30 minutes a day. Story time will be carefully planned with books selected from the core book text map to provide rich language above their 'pay-grade'.

Author of the term will be changed half-termly.

The teaching of reading

Phonic intervention

Our phonics policy (Little Wandle), includes a 'rapid catch up' intervention for any children who have fallen behind with their phonic knowledge. (See rapid catch up section of the policy).

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The teaching of comprehension skills

The children will be taught comprehension skills using 'Cracking Comprehension' as a whole class lesson and guided reading on a fortnightly cycle. *It may be more appropriate to change the cycle for individual classes but this must be agreed with the English lead.*

Week 1 - Cracking Comprehension. This allows the class teacher to build reading comprehension skills with the class, read and listen to texts, highlight relevant evidence and form the answers to questions. All supplementary worksheets should be completed by the children and stored in individual document wallets.

Week 2 - Group/ guided reading

Each comprehension lesson will be taught for a minimum of 25 minutes. Group/ guided reading will be led by a teacher or TA and must have a clear teaching focus/ intention. This will be an opportunity to model reading skills through thinking and speaking out loud. Books can be re-read during guided/ group reading sessions to develop the skills of decoding, fluency, expression, reading for meaning and vocabulary development. While the teacher is focused upon the group, the rest of the class will be given carousel reading activities.

Carousel activities should include:

- Follow up to the group reading book
- Comprehension activities
- Independent reading
- Exploring non-fiction/ topic texts
- Book reviews
- Pre-reading activities in readiness for next group reading session
- Finishing off work and editing and polishing

Hearing readers

Children who are receiving intervention will be heard read during the Little Wandle reading practice sessions three times a week by a member of staff.

All children will be heard read independently once a week by a member of staff. This may be during the guided reading session, or reading during whole class comprehension activities, or individually on a rotational basis with the teacher and other members of staff. The class teacher will hear all children read their reading book at least once every three weeks so that they can assess their progress and take appropriate action. All reading sessions will be recorded in their reading records.

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The lowest 20% of children will be listened to read daily by a member of staff.

Impact

Assessment

Children that are not at the expected level for reading, will be supported through targeted intervention and will be carefully monitored to ensure they make sufficient progress. Rapid catch up assessment is also carried out every 5 to 6 weeks for those children who are receiving it. Reading assessments will be on-going and all reading activities will feed into these assessments recorded three times a year on Insight. Class record keeping will be recorded in a file.

Love of reading

Research specifically shows that the benefits of reading are more likely to be felt when reading takes place through free choice.

The positive outcomes of reading will occur more often and more strongly if reading is enjoyable in the first instance.

This is why the 'for pleasure' element of reading for pleasure is so important.

All daily reading sessions will be fun. Teachers will model delivery and enjoy entering a new world.

Once a week a reading activity will be planned which will foster a love and enjoyment of reading.

Please see appendix - *Love of reading ideas*

Displays around the classroom including the reading area will reflect the children's reading interests; celebrate authors and books and offer opportunities for children to engage with and respond to what they are reading.

Love of reading appendix

Research specifically shows that the benefits of reading are more likely to be felt when reading takes place through free choice.

The positive outcomes of reading will occur more often and more strongly if reading is enjoyable in the first instance.

This is why the 'for pleasure' element of reading for pleasure is so important.

Reading aloud

- Reading aloud fosters a love of books in children, and helps children get hooked on books.

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- Our children say that they enjoy being read to, and that having someone read to them stirred their interest in the book. They also enjoy being given the opportunity to read aloud themselves.

A reading environment

- All classrooms have clearly thought out reading corners and much emphasis has been placed on not only how they look, but how accessible, welcoming they are and stocked up with good quality, appropriate books. Teachers ensure that these book corners are tidy and accessible, with displays changing frequently.
- Staff themselves play a big part in this as they are part of the environment as well. Teachers and other staff promote reading for pleasure simply by having a copy of a book or magazine they are reading on their desk and by being ready to discuss it with the children if they ask what they are reading.
- Reading incentives are a big part of how we encourage children to read and these range in style depending upon the class.

Our Library

- Our Library is a wonderful, physical place to study and read and it can be a haven for those who find the bustle of break-times overwhelming or need time out to recharge.
- For children who do not have books at home they can find the books they need to develop and improve their reading skills and become readers for life in our library.
- All children can try out a range of authors and perhaps find a new type of book that they haven't considered before.
- The library is used regularly throughout the week, with all classes visiting on a weekly basis.

Hook a book

- Additionally, for those children who do not have books at home they can select from our 'Hook a book' boxes, which contains books that have been donated by our parents. The children can keep these books and build up their own library at home.
- Teachers sensitively advise the children about this and ask if they would like to select from these boxes.

Sparkling an interest

- Children who may not be interested in reading will have subjects and topics that they are excited about, such as sports, movies or animals. Discussing books on a topic or subject that the child finds exciting will likely whet their appetite for that book.
- Our teachers and support staff go above and beyond to find that spark which will engage our children with their reading.

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Additional reading opportunities to make reading fun which teachers regularly try to include in their reading curriculum.

- Reading to a partner
- Paired reading with children from another class/ reading buddies
- Reading in different environments- outside in the woods, under tables, in the hall on cushions.
- Drop everything and read. DEAR
- Reading like a teacher- in small groups
- Reading dens- sheets of fabrics and torches
- Read to a tree/ teddy
- Performance- playscripts/ poetry
- Book picnic
- Simple instructions to follow to make something- Christmas decoration.
- Treasure hunt - follow the instructions
- Picnic blankets
- Create an audio story for the book corner
- Film children reading
- Magazine reading

In addition, we ensure that the children are given a range of experiences during the year such as a visit to Cheltenham Literacy festival and an author visit to inspire children's learning. We also celebrate World book day.