

Lane Green First School

Reading Vision

Vision for Reading

Intent

Our school is striving to create a passionate reading community. Leaders believe that the key to children's success is their ability to read, with every child able to read for pleasure and to a high standard. We firmly believe that reading feeds children's imagination and unlocks the joy and wonder for curious young minds.

We have a well-organised system for teaching reading, which starts from the beginning of Reception. Teachers are ambitious in their expectations of the sounds and words that children should be able to read by the end of each term. We aim to ensure that every child is given the tools to become an enthusiastic, confident reader.

Implementation

There are a number of signature pedagogies to ensure that we meet our curriculum intent:

Phonics: We follow the 'Letters and Sounds' sequence for teaching sounds and their accompanying graphemes. Daily direct, focused phonics sessions are taught in Reception and Year 1, as well as Year 2 according to pupils' needs. While they are learning to read, children read from carefully chosen books that include the sounds they know. Teachers and teaching assistants provide extra phonics practice throughout the day for the children who make the slowest progress, with teachers tracking their children's phonics progress each term. For pupils who struggle with the phonics system, we have a 'Reading Revival' programme to provide alternative strategies.

English planning: Teachers nurture a love of the written word and introduce books with enthusiasm and enjoyment, promoting a sense of wonder and expectation as the text is explored. Teachers use quality texts in all aspects of their teaching, across the curriculum, and provide opportunities that extend and enrich the children's learning. Teachers also ensure that children are exposed to a wide range of genres.

Individual reading in school: Adults regularly listen to children read on an individual basis. Enjoying books with an adult is an essential tool when learning to read. Teachers aim to ensure that children feel positive about themselves as readers each time they read together. We aim to develop fluent, expressive readers who are able to discuss the books they have read, empathise with characters and give opinions confidently. Teachers are responsible for moving children up through the reading scheme stages to ensure that books allocated provide challenge. Children's progress is monitored termly by the reading leader.

Guided Reading:

Guided Reading sessions take place in KS1 and KS2, as part of teachers' English units of work. We aim to cover all the key skills in order for children to access a wide range of books with a deep and meaningful comprehension. We ensure coverage and careful teaching of these skills in Guided Reading lessons through use of the VIPERS mnemonic – Vocabulary, Infer, Predict, Explain, Retrieve, Summarise/Sequence – which is further supplemented by key reading focuses.

Reading at home: Children are encouraged to read frequently at home and discuss texts with parents and carers. We value regular communication between home and school, to celebrate pupils' successes and help address any challenges they have faced. To ensure that children at home always have a ready supply of high-quality texts that are matched carefully to their abilities, we have invested in the 'Bug Club' online reading system. This is accessible through any internet-connected device.

Engagement with parents: We host a yearly reading meeting for Reception parents and a phonics meeting for Year 1 parents. Reception parents are kept informed about the sounds we have covered in class via a home link book.

Continuing Professional Development: We keep staff updated about school policies, new initiatives and share good practice.

Teachers instil a love of reading:

- Teachers allocate time to read to their class every day.
- We ensure books are an important part of the curriculum.
- We allow children to make choices around books. Children have independent access to a wide variety of high-quality texts in book corners and the school library. We guide them in to choosing books that are more challenging but we allow them to read books that appeal to them. In some classes, children vote for which story they want to hear.
- We ensure our school is swimming with books.
- Author visits
- Staff have recorded 'bedtime stories' which can be viewed on our Facebook page and online classroom.
- We celebrate World Book Day each year.

Impact

We will judge success in the following ways:

Pupil voice - Are children telling us they love to read? Do they speak confidently about their favourite stories?

Learning Walks - Do all classes have book corners where children can access high quality texts? Is reading promoted widely across the school? What reading incentives are in place?

Planning - Who are the phonics experts? Is planning and delivery of a high quality?

Data - Is year group attainment and progress in line with or above National averages? (End of Year 2 data and the Year 1 Phonics Screening Check)

Monitoring - Are children progressing at an expected level or above with their individual reading? Is phonics delivery of a high standard? Are children who are falling behind given extra support?

Love of Reading - Are we continuing to provide opportunities to create a passionate reading community?