

## **Reading**

At Bowesfield, it is very important to us that children enjoy reading and we provide high quality texts for them to use throughout school. This includes fiction, non-fiction, poetry, reference books and screen based texts. We want children to develop a love of books, an enjoyment of reading for pleasure and a mastery of this essential life skill.

Our aim is to enable pupils to become successful readers through the specific teaching of the strategies and skills necessary to develop fluency and comprehension. This is provided both within the teaching of English and beyond it, through the wider curriculum, including modelled, shared, guided and independent reading.

Throughout school, much of our work is planned around stories, traditional tales and quality texts. We want children to find pleasure in reading and therefore we prioritise the teaching of reading throughout school.

High quality texts are frequently used as a starting point to writing, and to explore questions and topics in different curriculum areas.

Each teaching area has a designated reading area, stocked with both books which the children have been involved in choosing, and others chosen by staff to widen their knowledge of books and writers.

All children from Reception to Y6 are read to daily. Texts are carefully chosen to ensure the children enjoy texts across a range of genres and cover a range of fiction, non-fiction and poetry.

### **Children at Bowesfield are taught reading in a range of ways.**

- Systematic, synthetic phonics taught daily in small groups (Read, Write Inc.)

From Reception, children are taught using Read, Write Inc. phonics. We are dedicated to ensuring that each and every one of our children learn to read with accuracy and confidence. We have been using the programme for 18 months and have seen a significant improvement in children's achievement in phonics and reading since we began.

At the core of the programme is the lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding). As their confidence in decoding develops they are taught to comprehend and compose ideas for their own writing. The children have the pleasure of reading exciting storybooks perfectly matched to their level – so that they have early success in reading.

The children follow a structured programme of reading and writing activities in groups of up to 12. All staff at Bowesfield have been trained in the delivery of this programme. A RWI consultant works with us each term to ensure that every child has the right support and challenge in their reading journey.

### **- Individual reading**

A time for children to read individually to a teacher, teaching assistant or volunteer. The number of times a week that children read individually depends on a number of factors and so may be different for different children.

### **- Whole class reading comprehension**

During whole class reading, children read and discuss texts to deepen their understanding and comprehension. Reading journals are used to develop reading comprehension skills and give children the opportunity to respond to questions in writing. Questions are focused on vocabulary, inference, prediction, explanation, retrieval, and sequencing (KS1) or summarising (KS2). Please see the VIPERS posters for more information.

### **- Being read to and modelled reading**

Throughout school, children are read stories and texts at an appropriate level on a regular basis. Modelled reading allows the teacher to explicitly demonstrate the process of **reading** by 'thinking aloud' about the strategies that are being used to decode words, comprehend meaning and read with fluency and expression.

As well as books which are part of the Read, Write Inc. scheme children read books from a range of other schemes including Oxford Reading Tree and PM books.

Children are encouraged to read regularly, both at home and school. We ask that families support this by encouraging children to read with them as they learn to read and as they become more proficient readers to support them in their understanding of what they are reading.

Reading at home forms a vital component of the school's approach with parents/carers being encouraged and supported in taking an active role in the development of their child's reading. We ask that families support their children by reading with them at home and talking to them about the text at least 3 times a week.

We support children who need additional opportunities to read and discuss texts through the use of volunteer readers, including trained reading volunteers.