

Reading Intent;

To design a curriculum which has reading at its core across all curriculum areas. To provide opportunities that cultivates a love of reading. Through vocabulary rich texts our intention is to allow children to discover new knowledge and to fuel their imaginations. We aim to provide them with the skills to read fluently through a systematic phonics programme and to enable every child to reach their full potential and to challenge and extend their understanding.

"The National Curriculum programmes of study for reading at key stages 1 consist of two dimensions:

- *word reading*
- *comprehension (both listening and reading).*

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds."

The National Curriculum in England

Key Stages 1 and 2 Framework Document, Sept. 2013

At Upminster Infant School, we provide children with a range of opportunities for reading for a purpose and in different areas of the curriculum.

Children have access to a range of books from their colour band (please note that books are banded by ability) and are able to choose a book from their coloured band or a lower level in order to encourage reading for pleasure. We enjoy sharing the books the children have read and do expect that they read at home for at least 10 minutes every day.

We also support our children with their reading through many other opportunities during the school day.

- Daily Phonics, where the children are exposed to a range of sounds but also complete activities set to their own level. In Reception and Key Stage 1 children follow the Letters and Sounds Programme taught through a tailored phonics programme. In years 1 and 2 children are streamed in phonics and taught a phonics programme that follows letters and sounds.

- Bug Club. This is an online reading activity for children to complete at home. Books are set by the teachers for children to access at home. There are activities to encourage children's comprehension skills.
- Daily Guided Reading sessions where, in Years R 1 and 2, children are presented with a chosen text and discuss this in small groups whilst supported by an adult.
- In Key Stage 1 the children also complete shared reading daily looking at a text that is based on the work being completed, developing their reading skills of locating, retrieval and inference as well as building vocabulary knowledge and improving fluency.
- The curriculum – reading and writing present themselves in other areas of the curriculum so that children are reading and writing for a purpose, whilst developing their knowledge and understanding of the world.
- Library sessions– Each week each class has a timetabled session in the library, where they are taught how a library works, the staff, knowing what books a student enjoys, **can** help them choose books that **are** similar to their interests. This also supports children to develop their reading skills
- Story Time – The children enjoy a daily story session which lasts at least 15 minutes. The extended texts shared are carefully selected to ensure the children are regularly immersed in rich vocabulary and have the opportunities to discuss the characters, events and ideas within the story.
- During the year there are several reading initiatives that help develop the children's love for reading e.g. book character week, reading in unusual places, my favourite book and the summer reading challenge.

Here are some useful websites;

www.bugclub.co.uk

www.phonicsplay.co.uk

www.bbclearningzone.co.uk

www.letters-and-sounds.com