Reading Intent:

At Broughton Primary School children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading. Children read in school independently, in guided groups and as a shared class session. They listen to adults and other children read, taking part in paired reading with their own and other age groups.

Our reading aims are:

• To promote reading for pleasure.

• To promote confidence and positive attitudes to reading through access to a wide range of literature.

• To develop phonetic skills which lead to blending and reading accurately and fluently.

• To broaden their vocabulary.

• To develop comprehension skills, and enable children to analyse what they read and to participate in discussion and debate about texts.

• To encourage good home/school partnerships.

• To monitor each child's progress through the use of a range of assessment strategies e.g. reading age tests, on-going reading observations, KLIPs, NFER tests etc.

• To support those children who require additional support with their reading.

Reading in school

Many activities take place which promote pre-reading skills. Children become aware of print in their environment and match pictures and words. Language comprehension is developed by talking and reading to the children. Children are introduced to story sacks, allowing them to interact with the text in a variety of ways including orally composing a story, using puppets to re-tell, playing games and generally developing a love of books.

Initially, as children learn to read, they are given a picture book with no words with the intention that they will share the book and take part in a conversation generated by the pictures. Gradually as the children's knowledge of letters and sounds develop they begin to phonetically decode words. The first books given are fully phonetically decodable. Our reading books are organised into coloured book bands. Children are assessed regularly and move onto the next book band when their phonic ability, fluency and understanding show that they are ready. In addition to a banded reading book, children are able to take home a book from our well-stocked school or class libraries. In KS2 there is a greater emphasis on comprehension with most children decoding easily.

Children in EYFS and KS1 read weekly on a 1-1 basis with an adult, with identified children reading more frequently. As children move into KS2, identified children continue to read on a 1-1 basis with an adult volunteer. This is something which the children very much enjoy and look forward to. Where children are not making expected progress, they will access the 'Rapid Reading' intervention which is delivered by an experienced TA. All children at Broughton take part in a structured guided reading session with a teacher / TA at least once a week. Guided reading sessions are carefully timetabled and are a mix of whole class and small guided groups where children focus on their reading and comprehension skills. Children engage in group discussions about texts and challenge one another in both similar and mixed ability groups. The texts covered in guided reading sessions are often linked to the topic theme or text type being studied in English to allow for further

exploration of the genre. For children in EYFS and KS1, guided reading is generally small-group reading instruction designed to provide personalised teaching that supports students in developing reading proficiency. The small group model allows students to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. Children will also complete independent pre-read and follow-up tasks.

At Broughton English units are taught using the 'Power of Reading' approach. This means that the children are exposed to a wide variety of high-quality texts, written by esteemed authors. We firmly endorse bringing together the teaching of reading and writing. Too often they are kept separate, focusing on discrete skills but neglecting the whole experience. Once children have thoroughly enjoyed the experience that the book has to offer the reader, the book is revisited, looking at key episodes, only this time reading as a writer.

Developing reading for pleasure

We nurture a love of reading by holding book themed days and events both as individual classes and across the whole school e.g. World Book Day. DEAR (drop everything and read) is adopted as a whole school. All children and any adults working within the class stops for 15 minutes and reads a text of their own choice. This engages the children with reading, and provides them with positive role models. Scholastic Book Fairs are held bi-annually to allow all children the chance to look at new books of all genres and hopefully purchase a new book of their own to take home! In Upper Key Stage Two, children may choose to take part in the 'Fantastic Book Awards', where they read selected books and vote for their favourite, alongside other participating schools. Lancashire Library Service recently refurbished our school library to ensure the shelves contain a range of reading material which appeals to all pupils. Children's suggestions for new books are always encouraged and purchased where possible.

Assessment of reading

Reading is assessed regularly and closely monitored on INSIGHT, the school tracking system. Teachers form judgments from guided reading sessions which are planned using LAPS and assessed against KLIPs. In EYFS and KS1 the guided reading groups match the phonics phase the child is working at. In addition, children are assessed using the Salford Reading Test to check progress against their chronological age. NFER tests are used termly to support teacher assessment. Where children are not meeting age related expectations, or are not making expected progress, intervention groups are implemented. These may take the form of 'Rapid Reading', reading comprehension, priority reading and 'Nessy', to name a few.