

Reading Intent



Key Purpose:

Why is this subject important at Dennington School?

- Reading enables pupils to develop culturally, emotionally, intellectually, socially and spiritually. It forms a major part of the diverse cultural capital that children should be able to enjoy. Reading increases a child's knowledge and vocabulary and widens their view of the world.
- Reading is central to a child's understanding of the school curriculum and is of vital importance in life as an essential life skill.
- Evidence shows that children who enjoy reading tend to progress well in school.

Key Principles:

What are the distinctive ways of knowing, working and learning in this subject at Dennington School?

We aim to develop a love and appreciation of reading which will stay with children for life. We hope to achieve this through careful planning and teaching using up-to-date strategies.

- Children are encouraged to read for pleasure at home and school. Teachers read a variety of high-quality texts to the children on a regular basis, being role models on how to read for the children. Teachers read aloud to children throughout their school life and books often inspire writing and link to other curriculum areas. We have a carefully chosen selection of books for each stage of the children's school career that the children will be able to experience, enjoy and learn from.
- As soon as children start in Reception they are opened up to a love of reading, which we aim to develop through their school life, using opportunities such as "Reading together day", regular shared reading with different age children, poetry speaking competitions, World Book Day, readathons and Reading Master Minds. The love of reading and books is fostered through literacy inputs, story time and through our continuous provision.
- Each child in Reception through to Year 2 have a daily, 20-minute phonics lesson, following the teaching sequence of revisit/ review – teach – practise - apply. Reception and KS1 children are taught in groups based on regular assessments so that children's learning needs are accurately tracked and matched to the correct provision. Any child who is not reading fluently by the end of LKS2 is given direct, specific intervention to enable them to progress. We work with Dyslexia Outreach to provide intervention for any children with dyslexia or specific reading difficulties.
- All children have a school reading book corresponding with their reading level and also a reading record book for up to the end of LKS2. Parents are encouraged to hear their children read at home as often as possible. Children are heard reading regularly in school, the frequency depending on their reading ability and age.

During the school day children have many opportunities to practise their reading through all curriculum subjects – anything and everything is seen as an opportunity to develop the reading for pleasure and for understanding.

- Guided Reading sessions are carefully planned and run weekly for children to access books and comprehensions that are that are at a higher level than the child would normally access independently. As children get older these comprehensions are marked with the children so that they can learn from any misunderstandings and improve their reading at depth. DIAL questioning is used – Deductive, Inferential, Authorial intent and Literal questions make up the comprehension and children are shown how to use these skills in their reading of and writing about different text genres.
- Many of our topics for the term have books at their heart that inspire learning in many curriculum areas. Each term different genres are covered so that children experience and learn from a range of books and authors.

Expectations:

What does success look like in this subject?

- A community of enthusiastic readers who enjoy reading, sharing and discussing books.
- Fluent and articulate readers who can access reading material that is interesting, exciting and challenging.
- Success in statutory testing in terms of Early Years' Goals, Year 1 Phonic screening test and Year 2 and Year 6 SATs reading tests that is at or above national average attainment.