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**Reading Rationale**

**Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**Intent**

At Landscore we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following.

* Children take part in daily Guided Reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
* We are very lucky to have a wide range of reading books in our school. All children from Nursery to Year 6 choose a reading book to take home.
* Each classroom will have ‘Reading Area’, which celebrates topic-linked books, reading skills and a space for children to share what reading they have been doing.
* Their class teacher reads to, children each day. We have a ‘Reading Spine’ from which teachers can select books from, as well as sharing their own and children’s choices.
* Children are taught to read systematically using a DFE approved synthetic phonics approach of ‘Bug Club Phonics’. This is sported by phonetically decodable ‘Bug Club Books ‘. Once children have completed this program, they move onto ‘Accelerated Reader’.

By the time, children leave Landscore they will be competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author’s use of language and the impact this can have on the reader

**Implementation**

As part of this planning process, teachers to plan, deliver and monitor the following:

* A cycle of differentiated Guided Reading lessons, using a wide range of different texts.
* Ensure High quality texts are being used to stimulate children’s English learning
* Opportunities to ‘Model’ reading in English lessons as well as guided reading sessions and class reads.
* Identify vocabulary that needs to be explored and will support children’s comprehension of theme lessons. Teachers will display these on our ‘Know, Grow, Show’ Boards.
* Deliver the ‘Bug Club Phonics’ program. (typically EYFS and KS1 but as intervention in KS2 may be required)
* Monitor use of ‘Nessy’ as a phonics intervention (predominantly in KS2)

In addition to this, teachers must plan time to monitor and assess children using the:

* ‘Bug Club Phonics’ program.
* ‘Accelerated Reader’ program. Once children have completed reading an AR book, they must take an online quiz. When children have completed two quizzes and scored 85% or higher, they then move onto the next level in their range.

Teachers must assess children regularly against the Reading Key Performance Indicators (in Years 1-6) and against the Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning

**Impact**

* Attainment in reading across the school is improved and progress accelerated so that the percentage of pupils meeting age-related expectations is consistently above the national average
* The teaching of reading for all pupils is improved by ensuring that teachers use robust assessments and tracking systems to plan appropriate and adequately challenging lessons
* Pupil-level reading interventions are improved for vulnerable groups, and the gap between them and their peers is closing
* Children’s decoding skills in FS and KS1 are improved so that a greater focus can be given to comprehension development in Year 2 and beyond (children should be able to decode Green band books securely by end of Year 1 to be ‘expected’ and all children can read by end of KS1)
* Reading comprehension skills in KS2 are improved and the profile of reading across this Key Stage is improved