



Reading

‘If you are going to get anywhere in life you have to read a lot of books.’

Roald Dahl

‘To learn to read is to light a fire; every syllable that is spelled out is a spark.’

Victor Hugo

‘There are many little ways to enlarge your child’s world. Love of books is the best of all.’

Jacqueline Kennedy

‘Today a reader, tomorrow a leader.’

Margaret Fuller

Intent

At Treloweth, we aim to develop in the children we teach, an enthusiasm for literacy in all its forms and the confidence to express themselves both orally and through the written word. We are passionate about reading and about the positive impact that reading for pleasure can have on our pupils’ future life chances. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff.

We believe that exposure to high-quality children’s literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school. We use high quality carefully chosen books that are implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors. These offer opportunities to foster empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

We use books as a catalyst to systematically build children’s vocabulary to develop book talk and word acquisition to become successful speakers and writers as well as confident readers. In school reading is prioritised and is given the maximum exposure across the curriculum and within a school day.

It is our ambition for children to be well supported at home and in school. Our pupils have the opportunity to take home carefully curated texts that are suited to their ability and interest. The school library provides a hub for reading and is intended to further motivate and enthuse families with a love of reading.

Implementation

One session per day is set aside for reading, spelling and grammar activities. Children are exposed to a wide range of texts from a number of sources. In our writing scheme of work, Literacy Tree, texts are chosen by children’s literature experts for their quality and significance. Within the range there is a wide variety of fiction and non-fiction genres such as historical narrative, mystery, adventure and fantasy.

As children develop fluent decoding skills, a greater focus on comprehension is introduced. We use the ERIC approach to teach the skills of reading across the school from Year Two or earlier depending on achievement.

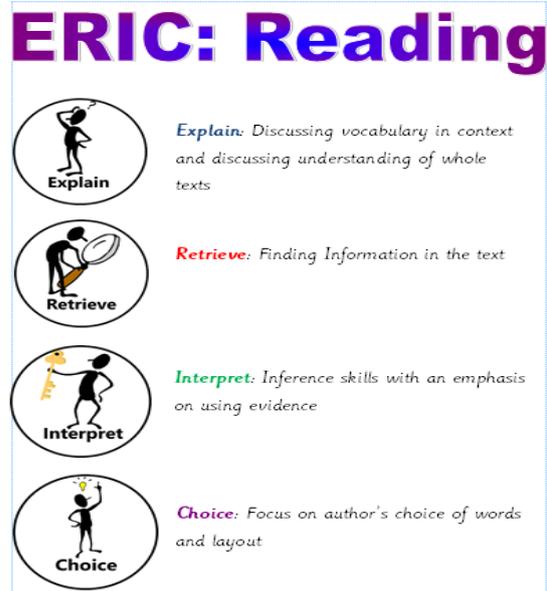
Reading is taught through ‘Comprehension Ninja and Reading Eggs from Year 2 to 4 and in Years 5 and 6 children use ‘Read Theory’. Book talk and discussion play a key role in developing vocabulary knowledge and skills.

Children complete written ERIC activities at least twice per week from Year 2 using a whole class teaching approach. They are taught how to apply these reading skills to support learning in other subjects.

Reading is also taught through:

- independent reading - a structured opportunity to apply reading skills
- 1:1 reading with a member of staff

- Comprehension Ninja – to ensure children have access to non-fiction and more obscure genres
- Online reading programmes including – Read with Phonics, Reading Eggs, Read Theory



Children who are working below age-related expectations are identified swiftly for RWI catch up programmes which include 'Fresh Start, Reading Recovery and Nessy'.

The high profile of reading is maintained through various whole school events including: Reading Week, World Book Day, Book fairs and author visits/Skype sessions. Enthusiastic readers are commended during whole school assemblies. We ensure children can access excellent literature for their age group through the '30 Reads' initiative set up in each classroom. The library is also stocked with one hundred recommended reads for every year band as well as a large selection of non-fiction texts.

At a glance

- ERIC is our chosen strategy for teaching reading when a child is off the RWI programme
- EYFS and KS1 have a daily reading session and access RWI top-up time if required to 'keep up, not catch-up'
- EYFS & Y1 have an additional phonics session each afternoon
- Lessons include a speed sounds session, reading green and red words, reading a text, verbally answering comprehension questions and 'holding a sentence'
- Information and support for parents can be found on our school website
- RWI resources and books linked to learning sounds go home to parents to support home over-learning
- We offer after-school workshop information sessions
- RWI Loom videos model good practice on the school website along with example lessons showing children learning to read and spell
- Teachers support parents through Class Dojo