**Intent:**

North Tawton Primary School is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, will make sufficient progress to meet or exceed age-related expectations. Teachers will choose stories, poems, rhymes and non-fiction for reading to develop pupils’ vocabulary, language comprehension and the love of reading. Pupils will be familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

## Throughout their time at North Tawton Primary School, children will learn to:

## 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.

## North Tawton’s phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. We have clear expectations of pupils’ phonics progress term-by-term, from Reception to Year 2.

## The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.

## Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.

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| Reading for pleasure | | | | | |
| Intent | Teachers will create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and provide opportunities to browse literature, as well as structured reading activities.  Children will:   * Build preferences in reading and choose to read * Recognise authors and styles of reading that individuals enjoy * Engage in book discussion in a range of contexts, alongside both adults and peers * Share and recommend a range of books | | | | |
| Implementation | All reading contexts below contribute to developing reading for pleasure | | | | |
| Curriculum Provision: | | | | | |
|  | **FS** | **Y1** | **Y2** | **Y3/4** | **Y5/6** |
| Reading aloud to children | | | | | |
| Intent | Building a bank of story and rhyme knowledge  Exposing children to texts beyond what they can read themselves  Developing an enjoyment for reading | | Widening knowledge of texts and authors, including non-fiction and poetry  Sustaining stamina in listening and reading texts  Making connections within a book | Introducing children to a wider range of authors and contexts e.g. historical and cultural | Exposing children to challenging and archaic texts, e.g., language, themes, |
| Implementation | Daily exposure to quality books for a minimum of ten minutes  Development of a reading spine | | | | |
| Core texts | Pie Corbett’s Reading Spine, Pie Corbett’s Page Turners, Pie Corbett’s Poetry Spine | | | | |

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| Independent reading and home/school reading | | | | |
| Intent | Independently reading phonically decodable books matched to their phonic knowledge and skills | Reading age-appropriate books  Increasing stamina | Choosing appropriate texts  Reading for sustained periods of time  Increasing the length and complexity of texts being read  Read short novels independently with understanding (by end of Y4) | Reading age appropriate books, including whole novels  Widening the range and challenge of books they read, including texts from a wider literary heritage |
| Implementation | Decodable books selected based on link to Letters and Sounds phases  Books selected by adult in class  Books changed twice a week  Opportunity to take home a book to share for pleasure in addition to decodable text | Books selected based on Benchmark Book Band Level until off of the reading scheme.  Further levelling of books after the reading scheme to ensure the steps between books are small so children can progress easily and rapidly between them.  Teachers monitor through regular monitoring of reading diaries and through reading conferences with children | | |
| Guided reading/reading instruction | | | | |
| Intent | To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum) | | | |
| Implementation | Daily Letters and Sounds sessions  Additional guided reading to ensure independent application and to develop comprehension skills | Daily 30 minute guided reading sessions: teacher working with at least one group per day or with whole class (pupils grouped by need rather than ability) to include explicit teaching of reading skills.  As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher)  An increasing expectation of written recording of understanding through KS2  Regular comprehension exercises | | |

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| Core texts | RE-Think reading texts supplemented by extracts from classroom secrets and other sources, guided reading texts in school. |

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| Shared reading as part of teaching sequence | |
| Intent | Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently |
| Implementation | First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning) |

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| Core texts | Selected from Babcock Texts that teach according to English Long Term Writing Plan and other high quality texts |

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| Core reading texts to support reading to learn across the curriculum |

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| Intent | Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects | Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum | Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum. | The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information. |
| Implementation | .Across the curriculum, information books and online texts are used to apply reading skills taught. Children to use information books independently for research. Information books are used as models for children’s writing in cross curricular areas. Information books are used to practise comprehension skills. | | | |
| Core texts | Information books from the wider curriculum owned by the school. Supplemented by online texts and articles.  (School needs to invest in more quality information texts) | | | |
| Assessment | | | | | |
| Assessment Evidence in order to assess impact (Examples only) | EYFSP  Phonic Screening Check  Observations of reading behaviour and talking to pupils  Independent and home reading records  Running records to assess fluency and accuracy  Phonic assessments | SATs  Phonics Screening Check  Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Running records to assess fluency and accuracy | PM Benchmark  PIRA tests  Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Verbal and written book reviews & recommendations  Written responses to reading activities | SATs  PM Benchmark PIRA tests  Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Verbal and written book  reviews & recommendations  Written responses to reading activities |