

Greenfields Academy – Reading Rationale

Intent:

We aim to ensure that each of our children are entered into the world of work as articulate and literate individuals with a strong love of reading. As a school we believe that competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read. We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability.

Implementation:

At Greenfields Academy all Primary pupils read for 20 minutes every day following lunch time, during this time pupils are directed to choose a level appropriate book from their classroom library areas and read independently – this includes books from Jolly Phonics, Phonics Bug, Project X and free reading books. Children are then split into ability groups and will take part in at least one structured guided reason session with an adult a week – frequency of sessions may be increased dependent on reading ability. Staff will also listen to each child read an additional two times a week and provide additional, bespoke support where necessary. This allows staff to develop an in depth understanding of their classes' reading ability and decide when it is appropriate to progress to the next level reading book. Once the children achieve Level 20 of our 'Project X' reading scheme, they are considered 'free-readers' and can choose any age appropriate books from our selection.

All Primary pupils have a reading record and reading booklet to log all of their reading progress, this is designed to encourage children to answer key comprehension questions, give their own opinions of the books they have read and to complete book reviews. The class teacher may also lead a whole class reading session, up to once a week, using a piece of film or by reading to the class accompanied by a with a follow up activity to further build collaborative reading skills.

Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where appropriate. Due to the high staff to pupil ratio we are able to support lower ability readers in the classroom by offering one to one support in phonics, address misconceptions and support understanding in reading booklets.

Intended Impact:

- Pupils enjoy reading across a range of genres, fiction and non-fiction.
- Pupils have a mastered the basic skills in reading to be able to access the secondary curriculum.
- Pupils of all abilities will be able to succeed in all reading lessons.
- Pupils will use a range of strategies for decoding words, not solely relying on phonics.
- Pupils will have a good knowledge of a range of authors.
- There will be no significant gaps in the progress of different groups of pupils (ie LAC, PP)