

Subject on a page:

Reading

At Meopham Community Academy we believe that reading is an essential life skill that makes all other learning possible.



Intent - we aim to...



Foster a love of reading by listening to and sharing a variety of texts, poems, and non-fiction literature.

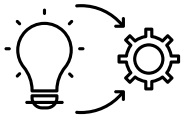
Provide children with the different skills needed to read fluently and with understanding.

Build a community of readers by engaging with role-models, parents and libraries.

Provide plenty of opportunities for reading for pleasure.

Ensure that reading is a transferable skill by reading across the wider curriculum.

Develop a consistent approach to the teaching of reading, close attainment gaps and ensure children reach the expected standard or higher at the end of KS2.



Implementation - How do we achieve our aims?

Reading is at the core of our curriculum. It is an entitlement for all of our children and the key to their learning. Reading is a transferable skill that will benefit our children in all subjects. We ensure that the children are given the opportunity to read both within and outside reading lessons, where they can read for a range of purposes.

READING FOR PRACTICE

READING FOR MEANING

READING FOR PLEASURE

READING FOR PRACTICE
learning to read

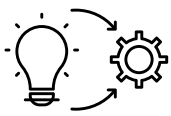
A SYSTEMATIC APPROACH: In EYFS and KS1 we use the systematic synthetic phonics programme Read Write Inc.(see Phonics).

SUPPORT TO CATCH-UP: Teachers draw upon observations and assessments to ensure there is suitable challenge and identify children needing additional support.

DAILY PRACTICE: All children are given the opportunity to read aloud daily. Reading skills are taught using reading vipers. In KS2 children experience whole-class reading sessions and regular DEAR time where adults can hear individual readers.

AR AND READING AT HOME: After securing a strong foundation in phonics, children move on to using Accelerated Reader. They are assessed using the Star Reading Test and read within their designated band. Home reading is recognised using 'Give Me 5' and completion of book quizzes.





Implementation - continued

READING FOR MEANING reading to learn



CLEARLY STRUCTURED LESSONS: From Years 2-6, children take part in daily class reading sessions where the focus is on reading skills. These skills are shared with the children as 'Reading Vipers' (vocabulary, Inference, Prediction, Explain, Retrieval, Summarise/Sequence)



STRONG VOCABULARY DEVELOPMENT: High quality texts and passages are chosen for reading lessons, appropriate to age-related expectations. Vocabulary is explored and developed in reading lessons and across the curriculum. Teachers help the children to make links between new words and known words, exploring definitions and spelling patterns.



DEVELOPING READING FLUENCY: Children are given the opportunity to read aloud across the curriculum. Pupils will

- be read aloud to and hear fluent readers
- engage in assisted reading (follow a text whilst hearing a fluent reading)
- practice and take part in repeated reading to develop their own fluency.

ALLOCATED TIME FOR FREE READING:

We recognise that to develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. Children are encouraged to discuss books, make recommendations to each other and explore different texts.

READING FOR PLEASURE- reading for enjoyment

A DIVERSE AND HIGH QUALITY RANGE OF TEXTS

Book corners and the library are well stocked with a wide-range of genres. Books are organised using AR ZPD bands. Teachers are encouraged to be role-models for reading.

DAILY STORY TIME

Daily story time and shared reading is a key part of the day. Children should be involved in the selection, discussion and enjoyment of reading.



Impact - How do we know we have achieved our aims?



By engaging in and sharing high quality texts, children display enthusiasm for reading and choose to read for pleasure.

The impact of our reading curriculum is evident in both statutory assessment and beyond. Our children acquire essential skills that support a successful transition into the next phase of their academic journey.

Children are enthusiastic and confident readers. Adults are enthusiastic role-models for reading. Parents and visitors actively support reading.

Children choose books for pleasure, immersing themselves in stories and topics of interest in lessons and beyond.

Children read in other subject areas and as a result, their skills and knowledge are both increased.

A high number of children achieve the expected standard or higher, and through targeted intervention, those who find reading challenging are helped to catch up.