Reading

A whole-school focus on reading – The Reading Revolution – ensures pupils are fluent and confident readers who can read with understanding.

What are we doing?

Independent Reading

We place huge emphasis on reading for pleasure. Children across the school are given many opportunities to read independently and to read texts of their own choosing as well as being introduced to a range of stories, text types and genres across the curriculum. Staff work hard to promote reading in a variety of different ways.

Any children who need additional support read 1:1 with an adult as often as possible and may be part of a specific intervention scheme to develop their fluency and / or comprehension.

Developing Vocabulary

Vocabulary plays a really important part in learning to read and in reading comprehension. All classes continue to ensure that they focus on enhancing the children's vocabulary in both their reading and writing.

Parental Support at Home

We really value the support of our children's parents in helping them to learn to read and in continuing to listen to them and to share stories with them. We are aware that the children who do not read regularly at home are often falling behind their peers. We want to address this, both at the very early stage, where children are still learning to decode and later as they become "free" readers as this is often a point where reading regularly at home with an adult decreases. We will be holding a range of events for parents to help them support their children with their reading.

Whole Class Reading

We have introduced a new way of teaching reading across the school which will allow us to explicitly teach reading skills as well as develop pupils' comprehension.

Why are we focusing on this?

We decided to focus on reading across the school because our Key Stage 2 Reading results weren't as high as our other results in 2019.

Over the past few years, we have introduced several strategies to develop children's reading skills and now, looking at reading across the school, we can see that, in many cases, children who do not read regularly at home do not achieve as well as their peers. A key aspect of this priority is encouraging more parents to read with their children at home.

What difference will this make?

Reading is already embedded in our culture at school but we need to ensure that this is supported at home and that children are encouraged to read regularly, whether independently or with a parent or other adult.

Developing a wider vocabulary will also help children to be more confident readers.