



## Alverton Primary School Reading Statement

### Intent:

To teach children to become successful, confident and enthusiastic readers through a curriculum which combines decoding, comprehension and a love of reading.

### Implementation:

Children begin their phonics journey in our Nursery where they participate in a range of activities to develop their phonemic awareness. High quality systematic synthetic phonics teaching, following the **Little Wandle Letters and Sounds Revised** programme, continues throughout Reception and Key Stage 1 (and into LKS2 where necessary) to ensure that children have the technical skills needed to read successfully. Our **Big Cat Phonics for Letters and Sounds** early reading scheme is fully compatible with our chosen phonics scheme, and children read and re-read teacher allocated books in order to develop decoding, fluency, prosody and comprehension with a familiar text. Pupils also have opportunities to take home self-selected books in order to encourage a love of reading. We assess regularly in order to identify pupils who need extra support and employ a range of intervention strategies to target specific gaps.

The ability to comprehend texts is taught in a variety of ways. When listening to pupils read individually or in groups, close attention is paid to ensuring they understand both the vocabulary in the book and its specific themes. Across the school, when staff read to pupils, the same techniques are employed and children are encouraged to ask and answer questions which further their understanding. In KS2 discrete Whole Class Reading and Novel Study lessons (using VIPERS questioning) explicitly teach comprehension skills and give pupils a variety of opportunities to practise them.

A love of reading is embedded in our school culture and we model and share good reading practice at every opportunity. Daily strong modelling of reading by school staff teaches children to read fluently and with expression. As a whole school community we celebrate books and reading through enrichment opportunities such as World Book Day events, Book Oscars ceremony, Extreme Reading competition and Book Fairs. Our rewards system allows children to accrue house points to swap for books, reinforcing the notion that books and reading are highly valued across our school.

Through our reading curriculum staff expose pupils to a wide range of texts which support development of decoding and comprehension, as well as modelling good practice and demonstrating a love of books and reading.

**Impact:**

- Through the teaching of high quality, progressive synthetic phonics, most children will become fluent and confident word readers by the end of Key Stage 1.
- As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.
- We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments although our impact will be that all “headline” data will be in line with national averages.
- Pupils enjoy reading across a range of genres.
- Pupils of all abilities are able to succeed in all reading lessons.
- Pupils talk confidently with visitors about books and reading (see Governors report Nov 2019)
- Carefully chosen texts enthuse and excite pupils in addition to supporting their learning. For example the Dr Seuss book “The Lorax” was used as a focus for a KS1 topic on the environment. Through a range of carefully planned comprehension activities pupils became invested in the characters and were able to use knowledge gained from the text to deepen their understanding of the topic.