

Reading at Preston Primary School



Intent

At Preston Primary School we are passionate about developing enthusiastic and confident readers who can understand a wide range of texts. Reading at Preston Primary School is a core skill that underpins our whole curriculum. We know that learning to read, and reading to learn, is the foundation for future success. We recognise the importance of this academic skill and we want to ensure that every child leaves us by the end of Key Stage 2 as a competent reader of a variety of text across curriculum.

We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Implementation

Children should:

- Develop the habit of reading widely and often, for both pleasure and information;
- Have a wide range of opportunities to develop vocabulary, being taught this in both reading sessions and across the wider school day;
- Be able to read aloud fluently, with confidence and expression;
- Be able to listen and respond to texts being read aloud;
- Be able to extract meaning from a text;
- Develop the skills required for the critical reading of texts;
- Be taught strategies for reading including:

-Phonics (sounding out letters in a word and blending together) and visual (whole word recognition of words that cannot be sounded out).

- Contextual (the use of picture and prior knowledge and understanding of the world).

-Grammatical – pupils taught the understanding of language (morphology and syntax).

- Have access to a wide range of texts and learn to appreciate our rich and varied cultural heritage;
- Gain awareness of the close links between reading and writing activities.

INTENDED IMPACT

Through the teaching of systematic phonics, children become fluent readers by the end of Key Stage One.

- Pupils will develop a love of reading across a range of genres
- 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, genres and text types
- Pupils will be able to elects clear articulated responses when discussing texts
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records
- The % of pupils working at ARE within each year group will be at least in line with national averages. • The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- The will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)