



At Whitley Lodge First School we believe that reading is essential for personal development and growth. Reading builds language skills, vocabulary and general knowledge that enables children to learn more effectively. Reading also supports children in developing empathy and emotional regulation by providing opportunities to discuss their thoughts and feelings.



## Reading Strategy



At Whitley Lodge First School, we believe in creating and embedding a deep and lifelong love of reading in the hearts and minds of all our children.



## Intent

- To ensure our children become fluent, independent and enthusiastic readers who can read using a variety of strategies and for a range of purposes.
- To foster a love of reading in our children through exposure to exciting, challenging and meaningful texts threaded through our broad curriculum.
- To provide high-quality, engaging texts from EYFS to Year 4 and to introduce the children to books, genres and authors that they would not necessarily be exposed to.
- To introduce the children to a selection of world-renowned authors by sharing engaging and age-appropriate texts.
- To use high quality books that support a coherent, cross-curricular experience.
- To teach children to read critically, evaluating what they find in written texts encouraging them to share their responses with others.
- To help our children to understand the layout of, and how to use different text genres.
- To introduce them to and allow them to respond to literature from a diverse range of cultures and experiences.



## Implementation— How do we achieve our aims?



### Early Years Foundation Stage

Daily phonics lessons- In **Nursery** the children work within Phase 1 of Letters and Sounds and have daily phonics lessons. Launchpad for Literacy is used to support phonological awareness, language and communication skills and literacy skills. Vocabulary development is supported using Word Aware.

Children in **Reception** learn Set 1 RWI sounds and initial blends in their class groups in the first part of the Autumn Term. Assessments are then carried out and children are placed within homogenous teaching groups. When they are competent in blending they begin to take home reading books directly aligned to their stage of development. 'Launchpad for Literacy' is used to identify barriers to learning for those children who are not progressing in line with their peers and specific and targeted intervention is then put in place.

Reading with an adult- In **Nursery** children read familiar stories over and over and explore key texts through songs. In **Reception**, children read weekly with their class teacher. The class teacher communicates with parents via the individual Reading Record that moves between home and school providing opportunities for dialogue.

Reading books- Children in Reception take home reading books from October half term. Books are changed weekly. Children also bring home "Red Words" to practise to build reading fluency.



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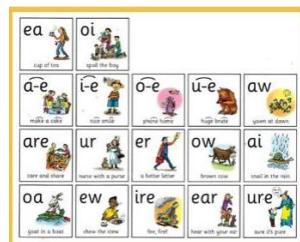
### Key Stage One- Years 1 and 2

Daily phonics lessons- In years 1 and 2 children have phonics lessons lasting half an hour four times weekly. They are taught in homogenous Read, Write, Inc groups and are assessed every 6-8 weeks to ensure rapid progress is maintained. The children read every lesson with a teacher and with a partner.

Reading books- Children bring home a RWI colour banded book every Friday. The books directly correlate to the book shared during their RWI lessons, containing many of the same phonemes, graphemes and focussed vocabulary. They bring home an additional reading for enjoyment book chosen from the school or class library.

Reading lessons- Children have reading lessons weekly as part of their learning in English. They will participate in choral and paired reading activities; they will predict and infer and develop comprehension skills.

Shared reading- Teachers read daily to the children providing high quality models of reading aloud using expression and intonation. Children are encouraged to join in with discussions about the books shared and to develop preferences.



### Key Stage Two- Years 3 and 4

Spelling Lessons - Occurring twice weekly, spelling lessons build on from RWI. The children read and spell year 3 and 4 common exception words. They look at and learn to read new year 3 and 4 spelling patterns in and out of context.

Reading Books - Once finished RWI, the children choose their own levelled reading book to take home. They also choose a library book, weekly, as their reading for enjoyment book.

Guided reading - Children will take part in a guided reading lesson once a fortnight. This may be a longer chapter book, a short story, letter etc to read and delve into. Within these lessons, an exploration of the structure and nuances of the genre are key foci. The children also spend time talking about the meaning of the language used and the impact it makes on the reader. The children move onto more inference and comprehension objectives in Year 4.

Individual reading - Children who require extra support with their reading also have weekly individual sessions on a levelled book which is carefully matched to their ability.

Reading Lessons - At the beginning of each half term, and throughout each teaching sequence, the children have reading lessons focussed on the key text. They will participate in paired and group reading activities, they will predict and infer and develop comprehension skills. Teachers read daily to the children, providing high quality models of reading aloud using expression and intonation. Children are encouraged to join in with discussions about the books and to develop and share their personal preferences.

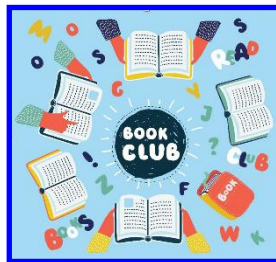




## Whole School initiatives to promote reading for enjoyment

At Whitley Lodge First School, developing a genuine sense of enjoyment about reading is integral to our teaching approach. We do this in the following ways:

- Providing quality learning experiences, such as meeting local authors and illustrators, which inspire our children to strive for aspirational goals.
- Routinely visiting our school library and making time for reading for pleasure in our reading areas around school.
- Developing cosy, comfortable, well-resourced and stimulating reading corners across school.
- In EYFS providing opportunities for reading through continuous provision including exploring rhyme and repetition.
- Harnessing the power of outdoor learning at the beach or in the school grounds for reading, writing and drama inspiration.
- Participating in special events and competitions, such as World Book Day, Roald Dahl Day and local poetry competitions, to enrich our love of reading, writing and performing literature.
- Holding a weekly Book Club Assembly where children are introduced to a range of high-quality texts across a range of genres.



## Impact

At Whitley Lodge First School reading is central to our broad curriculum.

- Our reading provision is planned to provide pupils with the skills and knowledge necessary to read fluently and confidently while developing a love of reading that allows pupils to draw no knowledge of the world around them.
- Statutory Assessments in Early Year and Key Stage one show that our children's attainment in reading and phonics is significantly higher than both national and local authority school's attainment levels.
- Using high-quality books throughout school we develop children's love and pleasure for reading as well as developing them culturally, intellectually, socially and emotionally.
- Our children belong to a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills.
- Our children can talk enthusiastically about books they are reading and have read. They can give reasoned explanations for their likes and preferences of different book types.
- Our children are confident when encountering new vocabulary in their reading and in their writing.
- Reading for enjoyment is clearly evident in classrooms and outdoor learning spaces.
- Teachers challenge themselves to choose texts that harness the children's curiosity and spark their imagination.

