



Reading Intent:

At Bunny C of E Primary School we teach the content of the National Curriculum in Key Stages One and Two. By the end of Key Stage One and Two, children have the necessary knowledge and skills to move onto the next stage in their education. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. At Bunny C of E Primary School, we believe that high-quality reading lessons inspire children to read confidently, explore texts deeply and enjoy reading for life. By linking learning to a range of topics and high quality literature, children have opportunities to

We teach children to develop the following essential characteristics to help them become fluent readers:

- An excellent knowledge and understanding of texts, reading widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in
- establish an appreciation and love of reading
- use reading to gain knowledge across the curriculum
- read widely, increasing their vocabulary because they encounter words they would rarely hear or use in everyday speech.
- feed their imagination and open up a treasure house of wonder and joy for curious young minds.

Reading Implementation:

Bunny C of E Primary School's Long Term Planning for Reading outlines key knowledge and skills taught through word reading and comprehension skills, and is taken directly from the National Curriculum. Teachers choose quality texts, using Pie's Corbett's Talk for Writing Reading lists as a core framework.

Reading is taught through a daily diet of phonics lessons, whole class guided reading, 1:1 reading, staff reading to the class and structured English lessons. Teachers use the framework of the Long Term Plan and Pie Corbett materials to create a series of lessons linked to a quality text. Phonics lessons help children in Key Stage 1 acquire word reading skills to become fluent readers. In guided reading, children are taught word reading and comprehension skills We have regular guided reading comprehension sessions from Year 1 onwards to ensure that children read age-related texts and answer V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise / Sequence) as our method to explicitly teach each skill. These whole class or group reading comprehension sessions are used as a powerful tool to allow all

children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination. Carefully graded questions allow for children to develop their comprehension skills at an appropriate level.

English lessons provide children with opportunities to apply and explore these skills in even more depth, and practise written comprehension questions. Children are given the opportunity to demonstrate and discuss their reading in weekly 1:1 times. Children are strongly encouraged to read at home daily and comprehension homework may also be set.

Cultural capital is considered at this stage with the aim of providing enrichment and enjoyment within the subject of reading. Quality texts provide rich opportunities for children to encounter people with similar or contrasting lifestyles and backgrounds. They are able to explore their own feelings through reading about lives which are similar to theirs. They are able to develop empathy and understanding of the world through entering into the lives of people across different times and places. Where possible, we look for opportunities to explore a text through a creative response. In particular, we value the chance to experience dramatic interpretations of stories including visits to the theatre and visits from drama groups and storytellers.

Reading Impact:

Our Reading Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Regular termly assessment and termly pupil progress meetings
- Planned catch-up programmes for children who are not making expected progress
- A reflection on standards achieved against the planned outcomes at the end of the academic year;
- Pupil discussions about their learning;
- Pupils' work in books and evidence of enrichment / cultural capital.