

# English - Reading



## Intent

All the skills of language are essential to participating fully as a member of society and, through reading, pupils have the chance to develop culturally, emotionally, intellectually, socially, and spiritually. Reading enables children both to acquire knowledge and to build on what they already know. Therefore, to achieve this, it is our intent that children will read widely and often at home and at school for pleasure, to gain information and enhance their knowledge and understanding across the curriculum, and to become fluent and expressive readers. In school, they are immersed in a reading culture that is rich and varied. Teachers model reading and promote the enjoyment of reading as well as using a wide range of quality texts for children to develop and deepen understanding. Through capturing imaginations, it is our aim that children will develop a love of reading and leave our setting with skills that are transferrable to the digital and wider world.

## Implementation

Teaching in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

Teaching from Years 1 – 6 follows the National Curriculum for English (2014). This is divided into three stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and comprehension); Writing (transcription, spelling, composition, handwriting and presentation; Grammar and punctuation). By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.

We base our teaching of Reading and Writing on 'Talk for Reading' and 'Talk for Writing' principles, i.e. the principles of how people learn – the movement from imitation to innovation to independent application.

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## Impact

- Children are happy learners who talk enthusiastically about their learning and eager to further their progress in English.
- Our children also become more confident, fluent readers and they realise the importance of reading for pleasure along with reading for information and knowledge.
- our children are becoming more confident writers.
- Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.
- Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing journeys.
- At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Pupils falling into the lowest 20% category make progress from their starting point and as with all pupils are proud of the progress they have made.