



Reading at Bempton Primary School

Statement of Intent

Reading lies at the heart of the curriculum at Bempton Primary School. We are dedicated to enabling our children to become lifelong readers as we believe reading is the key to unlocking the whole curriculum, paving the way for academic success.

We believe that children should have the opportunity to be fluent, confident readers who are able to successfully understand a wide range of texts. We encourage children to develop a love of reading, a good knowledge of a range of authors and to be able to understand more about the world in which they live through the knowledge they gain from a range of both fiction and non-fiction books

Key Skills

In whole class reading sessions, children develop their key reading skills of decoding, vocabulary, inference, prediction, explanation, retrieval and summarising. In addition to this, children continue to develop their reading fluency skills, building upon their phonics knowledge and skills.

Content

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment

Implementation

All children in Reception, KS1 and where necessary, KS2 have a daily phonics session in small ability groups using the 'Letters and Sounds' phonics programme. Teachers use observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Intervention is planned for those children identified. In addition, guided reading sessions take place daily in KS1 and KS2 using a wide range of texts and extracts in both small group and whole class sessions, where key skills are taught and language comprehension is

Monitoring and Assessment

Formative assessment takes place regularly throughout phonics sessions and guided reading. Summative termly assessments (PIRA, NFER and STA produced assessments) are collated each term. Teachers will use their professional judgement to determine whether a child is working at age-related expectations, above or below. From this, provision is put into place for identified children. Teachers will base their judgement on a range of reading that has taken place throughout the term. Year 1 children take

Impact

By the time children leave Bempton School, they are competent readers who can enthusiastically recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

<p>given high profile. All classes share a daily class reader for pleasure, to excite and engage the children and to expose them to new and varied vocabulary. Reading at home is encouraged and children take home books that are matched directly to their current phonics level. Following this, children work through the levelled books in our school reading scheme.</p>	<p>part in a phonics screening check at the end of the year and statutory guidance produced by the STA will be used to make summative judgements at the end of each KS1 and at the end of KS2, SATs will take place.</p>	
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