



Sledmere and Wetwang Federation

Love of Reading

Reading is central to our whole curriculum. From the moment children enter our school, they are exposed to a wealth of high-quality texts and engaging reading experiences, feeding their imagination and instilling a **lifelong love of reading**.

The **intent** behind our approach to Reading is:

- To promote a love of reading, through teacher knowledge of high-quality texts used across the curriculum.
- For children to obtain a word reading knowledge alongside comprehension skills in order to navigate texts and deepen their understanding of the world.
- To ensure that every child learns to read to a high standard of fluency and understanding, regardless of their background, needs or prior attainment.
- Close the 'word gap' by expanding pupils' vocabulary, deepening their understanding of the texts they are reading and widening their use of spoken language.

Reading is **implemented** through a holistic approach, whereby children are reading across the curriculum. Children read every day, with the opportunity to read individually, in pairs and in small groups as part of a whole class sessions. Children have a broad and balanced reading diet, and are exposed to a range of genres and authors both 'Old and Gold' and 'New and Bold.'

Our approach to reading focusses on the systematic teaching of reading skills:

- Our youngest children are taught synthetic phonics, coupled with early reading skills.
- We prioritise fluency as '*reading fluency is important because it provides a bridge between word recognition and comprehension.*' (We understand clearly the importance of word recognition and the progression to increased fluency in order to free up cognitive skills to focus on comprehension.) (*Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.* [Paired Reading | Intervention Central](#)) Echo Reading is also used to support pupils who need support with building up fluency.
- Comprehension skills are taught alongside increasing fluency with techniques such as skimming and scanning embedded in learning.
- As children increase in confidence, the focus of reading sessions is predominantly on higher order reading skills like deduction, inference and summarising.

Children are exposed to a broad range of genres and authors both 'Old and Gold', and 'New and Bold', allowing our children to become 'Rounded Readers'. Sledmere and Wetwang's reading sessions are creative, innovative, engaging and highly interactive, providing children with opportunities to debate, discuss and analyse texts with their peers.

Teachers have the highest expectations that all children will be confident and skilled readers. The ongoing assessment of children's reading progress is sufficiently frequent and detailed to identify any pupil who is falling behind. E.g. SEND pupils may be supported with a pre-read so they can access age appropriate texts.

Pupils' understanding and use of spoken language, vocabulary, grammar, understanding of the world, and their ability to communicate effectively are improved through the quality and variety of language they are exposed to through unpicking key vocabulary from a quality text with a heavy emphasis on revisiting unfamiliar vocabulary daily.

Reading is the beating heart of our EYFS classroom. We develop fluency, confidence and enjoyment of reading through a balanced approach. Adults will consistently model language, vocabulary and syntax both from books and stories. EYFS and Year 1 receive a daily storytelling time where children explore characters, plots, settings and themes followed by a 10-minute vocabulary session where tier 2 language is explicitly taught. This vocabulary is strategically modelled and applied across the day and revisited throughout the year. Children are also exposed to a range of poetry and develop their own narratives and stories.

Teachers encourage reading for pleasure by:

- Reading aloud to children daily.
- Providing time and space for children and teachers to share their recommendations and opinions.
- Encouraging reading at home. Children take home books that closely match the letter-sound correspondences, but also are also able to take home an additional book. Children also have access to an online resource through Oxford Owl.
- Developing children's rich and diverse 'reading diet' and knowledge of literature, through expert teacher knowledge of quality texts.
- Children are given the opportunity to personally respond to texts, debating and developing links to other texts, authors and prior knowledge as they move through school.
- 'Reading Cafes' and community engagement.
- School librarians to represent our school and choose new books to order
- Using Reading Corners linked to our core text.

The **impact** of our approach to Reading is that children are excited to read and frequently recommend and talk about their favourite authors and texts. In addition, our 2022 reading results showed:

In **Wetwang** that 79% of children across school were working at age related expectations in summer 2022 and 29% achieved greater depth in reading.

Y6 = 100% reached age related expectations and 50% reached greater depth within the standard.

Y2 = 75% reached age related expectations.

In **Sledmere** that 71% of children across school achieved age related expectations and 26% achieved greater depth in reading.

Y6 = 75% reached age related expectations and 25% reached greater depth within the standard.

Y2 = 67% reached age related expectations.