



What you will see

The following are applied across school to maintain consistency in reading:

- **Teaching Reading and Phonics** takes place daily from 8.50am - 9.20am
- **Reading for Pleasure (RfP)** takes place daily from 1.00 - 1.15pm
- All teachers share their **love of books** actively with children - book recommendations/sharing their own reading, etc.
- All children should **read aloud** at least once every day - individually, in groups or as a class
- **Story Time** takes place at the end of each day
- Teachers use the [Reading Progression Document](#) to follow the reading skills for their year group(s)
- These skills are **taught explicitly** and **modelled** to children in shared and guided reading sessions as identified in our [Inclusive Quality First Teaching Document](#)
- All classrooms have an inviting **reading area** to promote **Reading for Pleasure**
- All teachers provide reading materials using the **Education Library Service**. This ensures up-to-date titles for fiction and non-fiction as children move from **learning to read** to **reading to learn**.
- **Termly NTS tests** are used to provide a standardised assessment of children's attainment at key points during the year. These tests are used to inform **next steps** in teaching and to help to identify the lowest 20% of readers who may need intervention.
- Focussed **reading interventions** support the lowest attaining children¹ through regular **Phonics Catch-Up, Fluency Practise** and **Reading Comprehension**.



Where we are going next

These are our current priorities for development:

- We are reviewing **text choices**, considering complexity using Doug Lemov's 5 Plagues of Reading to help us expose children to more demanding texts. This will ensure that children meet a wide variety of texts – not just 'genres' but **archaic** texts, **non-linear** texts, **resistant** texts (written to deliberately resist easy meaning-making), **narratively complex** and **figurative or symbolic** texts.
- To provide **Class Story Books** which will supplement the coverage of the plagues.
- To form **Core Collections** of high-quality intentionally contextualised texts to drive the curriculum, including foundation subjects, for each year group.
- To develop **RfP Book Spines** of the texts we want children to read independently for their age group (eg *20 Books to Read in Year 3*) NB this is a cost-dependent longer term ambition. Meanwhile we are using the Book Swap and School Library to promote RfP and independent reading.
- Making wider use of **reading apps**, to provide additional choice for children.

¹ **Lowest 20% Readers** includes all children working below the expected level of attainment.