



Bagthorpe Primary School

Reading Ambitions at Bagthorpe

“Reading is the one ability, that once set in motion, has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless.” M. Morpurgo

At Bagthorpe Primary School, we know that this is true, so we evaluate our progress against the following **ambitions**, to ensure that every single child is given the very best chance to set this truly remarkable fact, in motion.

Book Corners	• Book corners should be seen as mini libraries • Teachers should focus on selecting, displaying and promoting the books in the corner • Every book in the corner should be worth reading aloud • Book corners should have 30-50 books at the start of the academic year and include 20 of the children’s favourites from the previous year • Multiple copies of books should be available for the children to read
Reading for Pleasure	• Schools should develop a reading for pleasure culture • Adults should read aloud regularly in class. All children read aloud every day • Children given opportunities to have informal book talks • The school library should be used regularly • Provide time to read in sociable reading environments • Book clubs – time to recommend books to pupils • Teachers need a good knowledge of literature and of their pupils as readers (teachers as influencers) • Pupils should have opportunities to choose books that appeal to them – Free choice!
Organising Books	• Books are organised so they are matched to the appropriate level • Books should be chosen to engage and appeal to children • Books lists should be refreshed regularly as new books are published and new teachers arrive to avoid being set in stone • Promoted books should be displayed ‘front facing’ to engage the children
Choosing Books	• Schools should provide different types of books to support pupils’ reading development including: • Decodable books for learning to read • Books for pupils to read independently • Picture books including graphic novels • Long and short ‘page turners’ • Literature: books for the wider curriculum • ‘Hi-lo’ books • Texts to support knowledge and vocabulary to be learnt for each subject
Teaching Reading	• Teachers read to their class for 20 minutes a day, four times a week • Our reading lessons aim to create readers, not just children who can read • The texts chosen for reading teaching should include full novels that are read aloud • Key elements for teaching reading in English lessons are: teacher reading aloud; pupils reading: teachers modelling and explanations and questioning • Using ‘paired talk’ during discussions
Leading Reading	• Reading should be a priority in all schools • Identify a core set of literature for each year group that can either be read aloud in story times or lessons • Leaders should support teachers in running effective interventions • Leaders should ensure that all staff teach reading effectively • All staff are aware of the school’s phonic programme
Whole Class Reading	• Reading whole texts without stopping for discussion • Understanding the difference between questioning in the reading English lessons to drive thinking and discussion or to assess • Emphasis on promoting discussion rather than teaching limited objectives • The teaching of reading should not be organised around the eight content domains for reading • Focus on fluency and developing vocabulary to prepare pupils for reading assessments of unseen texts