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Federation of Grewelthorpe and Fountains C of E Primary School

English

**Reading at the Federation of**

**Grewelthorpe and Fountains CE Primary Schools**

Our Federation believes that reading is a fundamental life skill which allows pupils to access the whole curriculum as well as the world around them.

Reading is central to our ability to understand, interpret and communicate with each other as well as with the society in which we live.

We are dedicated and determined to ensure that our pupils have the skills they need to become independent and reflective readers across a wide range of literature and text types.

Quality teaching of early reading is essential for pupils to develop competence, fluency and automaticity when decoding and recognising familiar and unfamiliar words.

We are committed to developing positive attitudes towards reading, and so reading for pleasure is at the heart of what we do.

This begins in Early Years with the use of songs, rhymes, book sharing and continues on through school with the use of stimulating and challenging reading materials.

We have a language rich curriculum to ensure that pupils are immersed in high-quality vocabulary from the start.

**Our Intent**

· Early reading is given the highest priority in Early Years.

· Reading is given high priority in Key Stage One.

· All pupils (unless it is justifiable) are able to read to an age-appropriate level and with fluency. · The English curriculum is cross-curricular allowing children and Teachers to make meaningful links across and through other subjects.

· Knowledge and skills are well sequenced and build on what has come before.

· Reading for pleasure is promoted across the Federation.

· The curriculum is language rich and so the children have a wide vocabulary available to them. ·

· Teaching of reading is effective in systematically building reading comprehension.

· Pupils are exposed to a range of texts from their literacy heritage during their school career.

· The children become lifelong readers.

**Implementation**

· Culture of reading for pleasure is embedded in school through sharing books and reading areas in each classroom.

· Pupils are actively encouraged to read for pleasure using quiet reading time, shared reading and listening to an adult.

· We make reading important. We have a variety of good quality reading material freely available and well displayed throughout the school, and provide a reading environment where reading is seen as informative and as enjoyable. We make available a wide range of fiction, poetry and non-fiction to stimulate and develop children's reading.

· Teachers choose the high-quality texts that they use to share with the children and for teaching from a list we created as a Federation. They cover a range of genres, text-types, authors to add to the children’s cultural capital.

· The children have 30 minutes reading time every day.

· Teachers read to children every day.

· Reading mentors are in place and shared reading sessions are planned and implemented.

· Vocabulary across the curriculum is on view in each classroom. This is constantly built upon. · · We invest in reading, with regular audits of classroom and library stock, purchasing new material as resources permit. Books enjoy a high priority in spending decisions.

· Whole class guided reading is taught using appropriate content domains.