



**National Curriculum Aims:**

- Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.
- Comprehension skills develop through pupils' experience of high-quality discussion
- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.
- Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

**Cultural Capital**

We aim for all our children, regardless of their backgrounds and prior learning experiences, to be able to foster a natural love of reading, whilst being able to confidently comprehend what they have read. We believe all children should be able to read confidently by the time they reach secondary school, and make every effort to support children to meet their full potential in reading, however limited their time with us may be. All children are able to develop their cultural capital through exposure to the school's core reading spine, which includes and range of classic and modern high quality children's texts. This has been supplemented with books from diverse origins, a selection of texts which champion diversity taken from the 'Diverse Voices – 50 of the Best Children's Books celebrating cultural diversity in the UK' booklist to ensure our children are equip with tolerance and mutual respect.

**Vocabulary and Oracy**

Vocabulary is differentiated into tier 1, tier 2 and tier 3. We aim to teach vocabulary through Word Aware and the Explain symbol within the ERIC approach. We also believe that every interaction with a child is an 'intervention' and is an opportunity to develop their vocabulary knowledge. Core vocabulary to be taught has also been identified within each subject in our curriculum to ensure that this remains a priority in every lesson. During reading lessons children will apply their comprehension skills to a range of different media , such as text, clips and pictures. They will be encouraged to discuss the aspects in depth with both peers and teachers.

**Parents**

Where appropriate, home learning is sent encouraging the application of these skills. All children also have access to an online library called MyOn to ensure that they are able to develop their reading skills at home.

**Implementation**

We teach the skills of reading through the 'ERIC' (Explain, Retrieve, Interpret Choice) approach and examples of these skills will be clearly displayed within classrooms for the children to refer to. Teachers choose a carefully considered text/clip/picture to enable the pupils to learn and practise the skills being taught within their lesson. This will be differentiated accordingly, meeting the needs of disadvantaged learners and those with SEND and EAL. In most cases, you will see these skills being taught through our 'Talk 4 Writing' lessons to ensure a greater level of comprehension within the text type they are focusing on for that unit. All lessons are differentiated e.g. through the use of visuals, to ensure all children can access deeper levels of understanding, appropriate to their needs.

Once a child has finished the Read, Write Inc book colour levels a new ZPD book level is given from an assessment in Accelerated Reader. We use Accelerated Reader to ensure children can apply and embed the taught comprehension skills in their independent reading. Regular assessment through book quizzes and STAR reading tests ensures children are choosing and reading books that provide an appropriate level of challenge.

We foster a 'love for reading' through our playground reading shed, daily teacher reading, independent reading, reading based discussions and lunch time love for reading schemes and rewards. We also offer exciting trips to meet the author events. The travelling book fair also visits our school.

Teachers read aloud daily to the class using texts from 'Pie Corbett's reading spine' and other relevant, high quality texts, including texts chosen to reflect the diversity of backgrounds and experiences of our school community. Class Reader texts are chosen from Pie Corbett's Reading Spine as well as from a selection of texts which champion diversity taken from the 'Diverse Voices – 50 of the Best Children's Books celebrating cultural diversity in the UK' booklist.

**Impact**

Progress and attainment are monitored through ongoing assessment for learning within lessons, book scrutinies, lesson visits, pupil and teacher voice. Termly summative assessments include NTS Assessments, DFE SATs papers (Year 2 and 6), STAR reading tests and more frequent AR book quizzes. Termly 'Diminishing the Difference' meetings enable pupil progress to be discussed on an individual basis, with the SLT and SENDCo, to ensure children are receiving the support they need to meet their full potential.