

Our Reading Provision

Intent

A reader from Plympton St Maurice Primary School will be able to:

- Read fluently and have a good understanding of the text
- Develop a wide reading habit for both pleasure and for information purposes
- Make informed reading choices and select preferred authors, giving recommendations
- Engage in discussions around high-quality texts
- Develop a love of books and the sharing of stories

Implementation

For those children at our school who are on the Read Write Inc. programme, reading is taught daily. In Key Stage 2, reading is delivered through whole class reading sessions using the Devon Education Services 'Rethink Reading' resources; this provides a consistent whole-school approach across Key Stage 2 reading for all children. Through discussion and reflection with peers and staff, children develop the knowledge and skills that they need to become competent and fluent readers, as well as learn to recognise the language features of different text types. We also ensure that reading is at the centre of our English lessons by using high quality texts from BookWrites texts that teach.

In addition to the reading sessions taught across the week, we use a number of ways to ensure reading is at the heart of our curriculum:

- A large library with access to a range of books, many recently bought.
- Each class has a class story book, selected to encourage love of stories and reading.
- Accelerated Reader is used to build a love of reading and provide opportunities to practice reading comprehension.
- Reading targets are set termly and children are recognised in class when they have met their target. Children are given mufti tickets once they reach their targets.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Building a bank of story and rhyme knowledge. • Exposing children to texts beyond what they can read themselves. • Developing an enjoyment for reading. • Independently reading phonically decodable books matched to their phonic knowledge and skills. • Listening to and discuss information books, other non-fiction and related narrative/poetry 	<ul style="list-style-type: none"> • Widening knowledge of texts and authors, including non-fiction and poetry. • Sustaining stamina in listening and reading texts. • Making connections within a book. 	<ul style="list-style-type: none"> • Introducing children to a wider range of authors and contexts e.g. historical and cultural. • Choosing appropriate texts. • Reading for sustained periods of time. • Increasing the length and complexity of texts being read. • Read short novels independently with understanding (by end of Y4). 	<ul style="list-style-type: none"> • Exposing children to challenging and archaic texts, e.g., language, themes. • Reading age appropriate books, including whole novels. • Widening the range and challenge of books they read, including texts from a wider literary heritage. • Applying the skills of information retrieval in reading textbooks from across the curriculum 			

<p>texts to establish the foundations for their learning in other subjects.</p>	<ul style="list-style-type: none"> • Reading age-appropriate books. • Increasing stamina. • Listening to, discuss and read independently, texts which develop their knowledge across the wider curriculum. 	<ul style="list-style-type: none"> • Listening to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum. 	<p>and in contexts where pupils are genuinely motivated to find out information.</p>
---	---	--	--

Impact

Children will show achievement through independently applying the knowledge learned; this will be evidenced through:

- Early Years Foundation Stage Profile Displays
- Lesson observations and discussions with pupils
- Pupil voice
- Read, Write Inc. data from assessments
- PiRA assessments
- SATs results
- STAR reading data
- Accelerated Reader Assessments (termly and after each text has been read)