

Subject	Reading
<b>Intent</b>	<p><b><i>We want our pupils to demonstrate an ability...</i></b></p> <ul style="list-style-type: none"> <li>• To use a range of reading strategies in the early stages of reading and when approaching unfamiliar vocabulary.</li> <li>• To read fluently and with intonation.</li> <li>• To retrieve specific pieces of information from a text.</li> <li>• To use a range of strategies to clarify unfamiliar vocabulary.</li> <li>• To infer information from a text by using clues in the text.</li> <li>• To make connections between other books read and things that have happened in real life.</li> <li>• To evaluate why an author has chosen to use a specific word, phrase or punctuation choice.</li> <li>• To use summarising skills in relation to a story arc or a character development.</li> <li>• To have a love of reading and an excitement to engage in books both independently and as a class.</li> </ul>
<b>Implementation</b>	<p><b><i>We will enable our pupils to achieve this by...</i></b></p> <ul style="list-style-type: none"> <li>• Ensuring our staff model high quality reading skills both when decoding and comprehending.</li> <li>• Ensuring children have access to books that are appropriate for their phonic knowledge.</li> <li>• Ensuring children have a range of books to choose from, that will broaden their horizons and excite and engage them.</li> <li>• Ensuring children are exposed to a range of genres, in both fiction, non-fiction and poetry to broaden their reading.</li> <li>• Ensuring that children are afforded enough collaborative discussion time, both as a pair and a class.</li> <li>• Ensuring that the George Spicer talking frames are used to structure answers and interact with each other.</li> <li>• Ensuring children are given adequate time to read both independently and as part of a pair or group.</li> <li>• Ensuring that specific reading skills are taught discreetly and then in combination as the children progress through the school.</li> </ul>
<b>Impact</b>	<p><b><i>We will see this when children...</i></b></p> <ul style="list-style-type: none"> <li>• Can apply a range of strategies, including phonetical awareness when approaching unfamiliar vocabulary.</li> <li>• Can confidently read with fluency and intonation.</li> <li>• Can use a range of skills to obtain information from a text in order to understand it better.</li> <li>• Can use a broad range of vocabulary retrieved from a text in a variety of contexts.</li> <li>• Can demonstrate an avid love of reading which is demonstrated through the texts chosen and discussions had.</li> </ul>
<b>This Year's Focus</b>	<ul style="list-style-type: none"> <li>• Consistency in the teaching of bottom 20% readers.</li> </ul>