



Reading at Anstey

At Anstey, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to create a balance between instruction in cognitive reading processes which develop the children's technical and comprehension skills and affective experiences which foster a lifelong love of reading.

This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers. Pupils are provided with retrieval challenges in all lessons to support retention and long-term memory of previously taught areas. Monitoring of the Reading provision will be an ongoing process throughout the academic year. The Reading lead will monitor lesson flipcharts (including teacher models and inputs, learning scaffolds, resources used and learning activities), learning outcomes through scrutiny of work and pupil and staff voice – both formally and informally. Assessment outcomes will also be monitored and analysed to identify wider school trends. Subsequent actions will be taken in response to all formats of monitoring to continually improve maths provision.

At Anstey all classes follow a structured five day approach to reading activities. All sessions are interactive and teachers facilitate speaking and listening opportunities, with children working hard individually. Engagement is promoted through regular use of think-pair-share, responses on mini-whiteboards and collaborative tasks. Children explore their class reader in two sessions a week so that they are able to effectively apply their reading skills to a familiar text. Those children who require additional support in their reading are supported in smaller groups with age appropriate texts, their reading is tracked through the Rapid Reading approach.

High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills. Children are taught to notice breakdown in reading - identifying words/phrases they don't understand and strategies to fix breakdown in meaning. Children are taught to relate the text to themselves, previous reading experiences and the world around them.

Further to modelled sessions, children have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard.

Reading activities build upon the KS1 experience and phonics are taught across the school where necessary. A wide range of rich, stimulating texts, both fiction and non-fiction, are available for pupils in the classrooms and library. We provide the children with a variety of reading experiences which leads to confident readers, who are happy to discuss their opinions on a variety of different styles of text. Reading schemes are used to support children as they develop their abilities. These ensure a structured progression in reading, alongside the teaching of phonics.



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Intrinsic teaching of reading, based on rich and varied texts is a priority to ensure children read for deeper meaning. The school runs annual book days and book fairs to promote reading.

What we want for our children by the time they leave us:

- Pupils will enjoy reading across a range of genres
 - Pupils will have an appreciation of our rich and varied literary heritage;
 - Pupils will be able to read easily, fluently and with good understanding;
 - Pupils will be in the habit of reading widely and often, for both pleasure and information;
 - Pupils of all abilities will be able to succeed in all reading lessons
 - Pupils will use a range of strategies for decoding words, not solely relying on phonics
 - Pupils will have a good knowledge of a range of authors
 - Pupils will be ready to read in any subject in their forthcoming secondary education
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- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to homework
 - The percentage of pupils working at EXS within each year group will be at least in line with national averages
 - The percentage of pupils working at GDS within each year group will be at least in line with national averages