



Reading Strategy

Review Date	Reviewer	Approved By	Date Approved	Implementation Date
Summer Term 2023	Mrs K Bushby	Trust Board	July 2023	July 2023
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Changes to this Policy		
Issue No:	Date	Description
1	July 2023	New Policy

Contents

1. Rational.....	3
2. Intent.....	3
3. Implementation.....	3
4. Impact.....	4

1. Rational

Balmoral Learning Trust has a clear vision, which it applies to everything it does; its purpose is to create **opportunity** through **collaboration**. Celebrating the prospects and the potential that can be found in our **community**.

Reading is fundamental to success both academically and personally. It is not only the gateway to the curriculum but also a lifelong skill. Fluency of reading is a key indicator for future success in further education, higher education and employment. The link between reading and attainment is clear. Success in reading directly correlates with progress in all other areas of the curriculum and is crucial in developing pupil's self-esteem and motivation. By being capable, confident readers, we develop a positive attitude and 'love of reading', which is key to opening our pupils up to a world of exciting new possibilities.

2. Intent

Provide children with essential skills in decoding, word recognition and language comprehension so that they can read with fluently, understanding and automaticity.

Ensure we deliver an engaging and exciting curriculum that supports the development of a love of reading and inspires pupils to want to read.

Create a culture where children are given an abundance of opportunities to read for enjoyment and read for a purpose, accessing a rich and diverse diet of texts.

We will build our reading curriculum using the most current research and recommendations from the EEF, Literacy organisations and updated publications such as Ofsted reviews. We will actively engage with new further research that becomes available.

Each year, a dedicated budget will be in place to ensure high quality CPD and resources.

3. Implementation

A Progressive Reading Curriculum-Our reading curriculums follow the EYFS Framework and National Curriculum. They are cumulative, sequenced and take account of the different skills and strategies needed to allow children to develop the ability to read fluently with comprehension and automaticity. Reading is integral within all subjects, allowing pupils to deepen their subject specific knowledge and develop critical literacy.

High Quality Texts-Across the curriculum, pupils have access to high quality, challenging texts, fiction and non-fiction and poetry and visual stimuli which spark imagination and understand the world around them. Texts are planned sequentially taking into account language, structure and concepts as children move through school. Children are exposed to texts that help them to understand and process emotions and experiences, and most importantly to provide them with "window, mirrors and sliding glass doors" (Rudine Sims Bishop) through using up to date modern texts from a diverse range of authors and illustrators.

Systematic Synthetic Phonics-A rigorous approach to systematic synthetic phonics is taught from Early Years onwards and is a significant part of the teaching of reading in Early Years and Key Stage 1. All staff are trained in the academy's chosen phonics programme and all children have access to phonically decodable books closely matched to their phonics knowledge.

A Clear Reading Process-Reading lessons are taught regularly through guided groups and a whole class approach using a range of high-quality texts across different genres so that they are accessible for all pupils. Teaching approaches incorporate guidance from evidence-based research and recommendations from the Education Endowment Fund.

Children are encouraged to regularly read independently through a structured approach using phonics aligned texts, moving to texts selected more independently as they become fluent readers. Academies support parents through workshops to support the development of reading at home.

Vocabulary- Vocabulary plays an essential part in learning to read in our academies and we ensure that pupils are provided with a rich diet of texts. Vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they learn the meaning of new words that are not part of their oral vocabulary. The focus on tier 2 and tier 3 vocabulary, morphology and etymology aid this understanding.

Reading Culture- Ensuring a positive reading culture is of high priority in our academies, where reading is championed, valued, respected and encouraged. We are committed to ensuring teachers continually develop their knowledge of a wide range of children's literature and texts and understand the reading habits of the children we teach. Opportunities to develop reading for pleasure pedagogy is prioritised to ensure children have access to high quality reading environments, opportunities to be read to, read independently and engage in book talk, motivational reading events and a activities so they are willing and active participants, who anticipate the satisfaction they'll get from picking up a book.

Strong Intervention and Support-We want all children to leave our academies confident and accomplished readers. For those children who are not reading at age related expectations, there is a coherent and rigorous set of assessments, interventions and support in place to address gaps in phonics, decoding and blending, fluency and prosody and language comprehension.

4. Impact

- ❖ Pupil outcomes at statutory assessments will be above national figures.
- ❖ Children and staff develop a true love and enthusiasm for reading through exciting and engaging curriculums. Children will use reading to secure depth of learning and knowledge across all subjects within the curriculum.
- ❖ Children will acquire the essential skills to be able to read with accurate decoding, true fluency, prosody and comprehension and are well equipped for a successful future.
- ❖ Children will speak confidently and passionately about texts and authors they have read and be able to share their reading preferences.
- ❖ Children will develop their imagination and creativity through an exciting and engaging curriculum enabling them to become more confident writers.
- ❖ Children will be able to collaborate effectively with their peers and be able to justify their thoughts.