

Errington Primary School



This policy has been subject to an Equality Impact Assessment by:

Author/Reviewer: Sarah Rule

SLT/EET: Sarah Rule/Claire English/Allan Fishpool

Governors/Trustees: Anthony Senior

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact? no

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised? yes

Reading Strategy

2023-26

Why is reading so important?

Reading allows us to be transported from the world in which we live into other worlds, both real and imagined. Between the pages of a book, we become immersed in these worlds and the lives of the fictional characters we find there. When reading, we experience places and cultures entirely different to our own. We learn new skills and knowledge. Through reading a range of high-quality texts, we are introduced to a rich and varied vocabulary, that we can use in our own writing, experience emotions and develop empathy.

The benefits of reading on learning potential and child development are immense. Teachers and parents must work in partnership to ensure that reading becomes a key part of every child's daily routine. The importance of reading cannot be underestimated.

Through regular reading, children benefit in a range of ways:

- Their vocabulary is larger and more extensive.
- They perform better academically.
- Their imagination can run wild.
- Their creativity skills develop.
- They develop empathy.
- They gain a deeper understanding of their world.
- Their concentration levels improve.
- The parent and child bond improves.
- Their cognitive development is supported.
- Their social skills and interaction improve.

Ellie Collier, 2019

Reading is the foundation of our curriculum at Errington; teaching a child to read is the greatest gift that we can give a child in our school. Because of this, we see it as a primary purpose of our curriculum. From Early Years to Year 6, we ensure that our children not only learn skills and knowledge to enable them to read, but also to develop positive life-long attitudes towards reading.

Whole School Reading Ethos

At Errington we wish to instil in the children a passion for reading by providing them with access to quality classic and contemporary texts covering a range of genres.

Reading should be at the heart of the whole curriculum and every opportunity to use quality books as a stimulating starting point and throughout the learning process will be explored. All classes should be given the opportunity to listen to books read aloud by their teacher for pleasure daily. This does not have to be at a set time each day or be linked to the curriculum.

All children should access high quality English lessons which stretch their language skills and do not put a limit onto their learning. We feel that the best way for this to happen is in mixed ability classes with appropriate intervention for children when needed- for example differentiated guided reading sessions, inference training, phonics intervention and spelling groupings.

Early Reading and Phonics at Errington

Teaching children to 'decode' or 'read' in its most basic form is a key driver for our Early Years and Key Stage 1 curriculum. Once children can 'read', through a robust and systematic approach, the world opens up to them. It is our duty to ensure that our children are ready to embrace both the literary and wider world.

Within our broader English Curriculum planning, our intent for reading in Early Years and KS1 is clear:

- Children become fluent and age appropriate readers across Early Years and Key Stage 1 - so that they can access and comprehend all that Key Stage 2 has to offer, gaining a vitally growing vocabulary across the key stage.
- We aim for all children to reach the expected standard in Year 1 phonics, with word reading fluency being the primary driver of the Year 1 reading

curriculum - so they are ready to gain greater reading comprehension skills as their decoding secures.

At Errington, we recognize that reading is an innate skill - it is something that needs to be directly taught. Children do not learn by accident, or by being given books to 'read' with sounds in which they have not been taught. Our 'Read, Write, Inc' reading scheme has been carefully chosen to ensure that home reading books are closely linked to the sounds that have been taught - so that children do not encounter words which they cannot decode. As children become more confident readers, carefully chosen books also include the 'Common Exception Words' which children have been taught within the phonic scheme.

At Errington synthetic phonics is taught from Nursery until the children are fluent readers, usually by the end of Year 1 to midway through Year 2. Phonics is taught following the Read, Write, Inc scheme of work. This includes the daily use of phonics books for independent and group reading. Phonics is taught in streamed groups. Phonics interventions are completed when required, alongside the spelling programme as the children move through school.

Children are assessed on a half termly basis. Children are grouped and gaps are identified and addressed. Phonics lessons continue into Year 3 and 4 for those who have not completed the programme, if required. A Fresh Start programme is provided in year 5 and 6 for children who still need additional support with their reading.

To support the teaching of high-quality phonic sessions, staff have attended appropriate training and are regularly updated. This firm foundation ensures strong teaching for all children in the skills needed in early reading skills to support struggling readers at all ages.

Most children move onto the spelling programme in Year 2, or earlier, if they have completed the Phonics programme. Children have daily spelling lessons following the RWI Spelling programme.

Reading within English lessons

All English units should start with high-quality texts. These could be picture books, novels, poems, biography, non-fiction books etc. The children's understanding of these texts, including their structure, vocabulary use and grammatical content, form the basis of their writing. We learn to write by understanding how others write. The writing process starts with reading.

Teachers start with a high-quality text related to the topic or project they are working on. The class then explores the book/text:

- Read for enjoyment
- Discuss vocabulary/ language choices
- Identify key features- structure, organisation, language features
- Ask questions/ find answers.
- Find evidence in the text to support answers.
- Discuss characters and settings.

As the children move up through school, they can also:

- Discuss authorial intent, specific language/organisational choices
- Give opinions about the text with justified reasons.

From here, the children gather ideas for their own writing before moving onto planning, writing, proof-reading, editing and improving their work.

Throughout the lesson sequence children can be encouraged to read around the topic through a display of linked reading material- picture books, novels, poetry, factual books etc.

Reading in the Wider Curriculum

At Errington Primary, we maximise opportunities for reading by ensuring that children are exposed to a variety of different text types during lessons in other curriculum areas too.

In wider curriculum lessons, teachers plan opportunities for children to read, discuss and learn from a diverse range of subject-specific texts.

Reading Plus

When children are ready in Year 2 upwards, they will complete an assessment to start Reading Plus. This is an adaptive online literacy programme that improves fluency, comprehension, vocabulary, stamina, and motivation. Children access this daily for 20-30 minutes.

Accelerated Reader

To enhance pupils' pleasure when reading, and to allow us to set suitable challenge for all pupils, we use Accelerated Reader to 'level' free reading books. This is aimed at children from Year 2 upwards, once children are off the phonics programme. This approach allows pupils to understand which books are of an appropriate challenge for them. Pupils will select and read their books and then complete online quizzes about what they have read. A Star Reader assessment identifies a ZPD (Zone of Proximal Development) that presents the children with a range of books to choose from. This is repeated termly to identify when the ZPD needs amending. Children will read daily for 20-30 minutes within school and can take their books home each night to continue at home.

Guided Reading and Comprehension

Guided Reading in Year 1 using age-appropriate books, including RWI phonics books. 1:1 reading and paired reading in Phonics lessons will also take place alongside this for as long as necessary.

Guided Reading takes place in small ability-based groups, using a mixture of Project X reading scheme books and a variety of 'real' books covering different types and genres. Guided Reading takes place weekly for each group. While Guided Reading is taking place, the other children should be engaged in reading related tasks such as reading for pleasure, comprehension, reciprocal reading and Reading Plus.

From Year 2 children are taught how to answer different types of questions in written form in discrete comprehension sessions. This is modelled using Cracking Comprehension and other materials designed by teachers. These elements will also be picked up in Guided Reading sessions.

Questioning in Guided Reading-Key Stage 1

draw on knowledge of vocabulary to understand texts	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	identify and explain the sequence of events in texts	make inferences from the text	predict what might happen on the basis of what has been read so far
<ul style="list-style-type: none"> • What does this... word/phrase/sentence... tell you about... character/setting/mood etc? • Highlight a key phrase or line. By using this word, what effect has the author created? • In the story, 'x' is mentioned a lot. Why? • The writer uses words like ... to describe What does this tell you about a character or setting? • What other words/phrases could the author have used? • The writer uses ...words/phrases...to describe ... How does this make you feel? • How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc? Can you find those words? • Which words and /or phrases make you think/feel...? 	<ul style="list-style-type: none"> • Where/when does the story take place? • What did s/he/it look like? • Who was s/he/it? • Where did s/he/it live? • Who are the characters in the book? • Where in the book would you find...? • What do you think is happening here • What happened in the story? • What might this mean? • Through whose eyes is the story told? • Which part of the story best describes the setting? • What part of the story do you like best? • What evidence do you have to justify your opinion? • Find, it. Prove it. • How do the title/contents page/chapter headings/glossary/index... help me find information in this book? • Which part of the text should I use to find...? • Why has the author organised the information like this? 	<ul style="list-style-type: none"> • What happens first in the story • Use three sentences to describe the beginning, middle and end of this text? • You've got 'x' words; sum up this story. • Sort these sentences/paragraphs/c hapter headings from the story • Make a table/chart to show what happens in different parts of the story • Why does the main character do 'x' in the middle of the story? • How does the hero save the day in the story? 	<ul style="list-style-type: none"> • What makes you think that? • Which words give you that impression? • How do you feel about...? • Can you explain why...? • I wonder what the writer intended? • I wonder why the writer decided to..? • What do these words mean and why do you think the author chose them? 	<ul style="list-style-type: none"> • Look at the cover/title/first line/chapter headings...what do you think will happen next? • How have the cover/title/first line/chapter headings...helped you come up with this idea? • What do you think will happen to the goodie/baddie/main character? Why do you think this? • What will happen next? Why do you think this? Are there any clues in the text? • Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? • Which stories have openings like this? Do you think this story will develop in the same way? • Why did the author choose this setting? How will that effect what happens next? • How is character X like someone you know? Do you think they will react in the same way?

Questioning in Guided Reading-Key Stage 2

Words in Context	Retrieve Information	Summarise main ideas	Inference/ justify views	Predict using details	Connections and Meaning	Language Choice	Making comparisons
<ul style="list-style-type: none"> • Find two words which describe the setting. • What other words could the author use to describe the main character? • How has the author's choice of words made you feel about a character? Why? 	<ul style="list-style-type: none"> • Where does the story take place? • Who are the characters in the book? • Through whose eyes is the story told? • When is the story set? What evidence can you find to justify this? 	<ul style="list-style-type: none"> • What's the main point in the first paragraph? • Summarise the main events in the story so far. • What is the most important sentence in the last section you read? Explain your reasons. • Explain what happened on the last page you read in twelve words or less. 	<ul style="list-style-type: none"> • How does the main character feel in the book? How do you know? • How was the setting the author chose important to the story? Explain your view. • Why has the character acted in the way they have? What clues suggest this? • What lesson did the character learn? 	<ul style="list-style-type: none"> • Using the front cover, what do you think this book will be about? Why? • What might happen next in the story? • What challenges do you think the characters might face? What information suggests this? • How do you think this story might end? • What clues suggest this? 	<ul style="list-style-type: none"> • Why is the main character important in the story? • Why has the author used pictures/chapter titles? • What clues do you have that the main character is liked/disliked/loved/hated? • How are the events in the story linked? 	<ul style="list-style-type: none"> • What adjectives has the author used to describe the main character? What does this tell you about their personality? • Which words do you like best from the last section you read? Why? • Find an example of figurative language in the text (simile, metaphor, personification) - what effect does this create? 	<ul style="list-style-type: none"> • How are the characters similar/different? • Compare the first setting with a later setting in the book. How, and why, are they different? • Do you prefer this book or the one you last read? Explain your views. • Does this book remind you of another book? Why?

A Reading Rich Environment

At Errington, we aim to create reading rich environments throughout the school. We have two libraries- one for fiction and the other for non-fiction- and pleasant, engaging reading areas within each classroom.

Corridor areas, outside of classrooms encourage a love of reading. Simple displays with books available for the children to borrow enable children to read books recommended by the staff. Displays linked to books celebrate the work the children have produced, including written work and artwork inspired by the texts taught in class.

We are beginning to develop outdoor reading areas. We now have 'Book Swap' sheds on the KS2 playground. Here children can choose books to read at playtime, or swap books from home and take a book home to read. In our garden there is an area with tree stump seats where teachers can read to the children.

We have created stage area in both playgrounds to encourage creative play.

Reading within the Community

We aim to increase engagement with parents, children, staff and the wider community in our reading projects to develop enjoyment, enthusiasm and community links. The school Reading Lead and School Librarian are also taking part in the 'World of Stories' project which encourages children to develop a lifelong love of reading.

Current projects include:

- The World of Stories Project
- Book loans/swaps- our book sheds are set up and running now.
- Links with the local library- Nursery-KS1 now visit the library weekly, and KS2 children change books monthly.
- Explore opportunities for members of the community to come into school to listen to readers- we have a number of members from the knitting group reading with the children regularly.

- Reading books available for parents to look at/loan in entrance hall, including story sacks.
- Book fairs and book saving scheme
- Coffee Shop and Second Hand/New Book Stalls and available for purchase at Consultation Evening.

Areas to develop include:

- Development of links with local book stores
- Using local authors to promote a passion for reading
- Marske Community Newsletter- book reviews by our children, interview members of the community about books which inspired them.

Reading at Home

At Errington Primary, we see reading as a partnership between home and school. Children are encouraged to read at home each day. In EYFS and early KS1 this will be phonics books taken home from school. They also have access to the RWI Phonics e-book Library that they can access from home.

As they move up school, children will take home reading scheme books and those levelled using Accelerated Reader. Children may also read books from home and those chosen during library visits. Children can access Reading Plus at home and other free online reading materials via links on their year Share Point. Any reading completed at home can be recorded in a child's reading log. These are returned to school weekly for the teacher to check. To encourage regular reading we have the 'Golden Ticket' draw. Children receive a golden ticket for each book/chapter read. These are then placed in a draw during our celebration assembly, where the winning children receive a new book.

Parents can follow the following principles to establish a positive and productive reading partnership with their child:

- Start young- read aloud to your child and model the reading process.
- Establish a routine- make reading part of your daily routine.

- Encourage variation- read a variety of different books but don't be surprised if your child keeps bringing the same book home- we all have favourites!
- Have patience-keep in mind how much your child doesn't know yet.
- Continue the discussion- after your child has finished reading, talk about the book.

Rewards

Children in KS1 receive reading certificates for every 10 books read. Children in KS2 receive reading certificates for completing levels on Reading Plus. These are awarded and celebrated in your Friday assembly. We also have a golden ticket draw to reward regular reading to home.

Assessment

Regular reading assessment is important to identify where children are on their reading journey and as a diagnostic tool to identify areas of development.

Phonic assessments for all children on phonics programme completed half termly. Groups are reorganised following the completion of these and gaps are identified. Any gaps identified are addressed through the next block of lessons or through 1:1 teaching.

Standardised reading assessments are completed termly from Spring term in Year 1 upwards. Children complete standardised tests following a SAT questioning format. A baseline assessment is completed at the beginning of the year for Accelerated Reader and Reading Plus. Further assessments take place half termly for Accelerated Reader and termly for Reading Plus.

The data and analysis from the above assessments identify what areas teachers need to work on with groups and individuals and identify children who require group interventions and/or 1:1 support.

Diagnostic reading assessments for LA children and children with specific reading difficulties are carried out as needed.

Inclusion

All of our children have equal access to reading provision and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need additional support are identified early and the impact of interventions is carefully monitored. SEND pupils are catered for, and progress is monitored through intervention sheets, IPPs, SEN Support Plans, SEN Support Plus plans and EHCPs as appropriate. All teaching staff have received training on how to support children with a variety of SEND needs. This training is updated regularly.

More-able pupils are provided with reading materials suited to their abilities in order to challenge them and keep them interested in reading. During guided reading sessions, more-able pupils are provided with more challenging texts and alternative or additional questions, in order to ensure that they are sufficiently challenged. ZPD book levels are used to identify books that will engage and challenge more-able children.

Reading interventions provided may include:

- Fast Track Phonics

- Fresh Start Phonics (Year 5-6)

- 1:1 reading

- Better Reading

- Use of dyslexia software (Nessy Reading and Spelling) with targeted children.

- Reading Plus reading programme

Appendix 1 - Reading Expectations at Errington Primary - Pupils

EYFS	KS1	LKS2	UKS2
<p>By The end of reception children will be able to:</p> <ul style="list-style-type: none"> • Decode by sounding out and blending • Read a range of high frequency words by sight • Listened to stories that are read to them • Read simple stories independently • Ask questions about stories to further own knowledge • Answer questions about what has been read to them • Answer questions about what they have read • Explain their answer (using book support - indicating picture etc) • Have developed an interest in books - will look at and explore books independently, including books that they can't read independently • Have an understanding of fiction and non-fiction texts • Use story knowledge to recall / act out stories using story language • Use language from stories in their play and writing 	<ul style="list-style-type: none"> • Read age appropriate texts with increasing expression and fluency • Apply phonic strategies to read unfamiliar words including polysyllabic word and those that contain prefixes and suffixes. • Read and discuss range of texts including fiction, non-fiction and poetry. • Discuss, identify and use the key features of different text types. • Retell stories in written form and verbally including using role play. • Use age appropriate texts to ask and answer questions, using the text to locate answers. • Make simple inferences based on what has been said and done, understanding that not all answers to a question can be taken directly from a text. • Make predictions about what might happen next in a text based on what has already happened. • Sequence events in a text using role play, pictorially and using written events. • Discuss an author's use of vocabulary within a text, choosing words they like and explaining why they have chosen them. • Discuss the structure of different text types including different forms of fiction, non-fiction and poetry. 	<ul style="list-style-type: none"> • Daily fluency, vocabulary, word recognition and comprehension practise using Reading Plus • To read aloud new words and to use dictionaries/thesaurus to check for meaning with support • To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • To summarise the main ideas drawn from more than one paragraph of a piece of text, identifying key details, main ideas and themes • To ask questions to extend understanding • To develop written comprehension skills and answer a range of questions with increasing independence and spotting key vocabulary. • Identify with support the purpose, audience, text and language features and structure of new pieces of text. • To read independently at home and school for a sustained amount of time, discussing what they've read and their understanding. • To be able to discuss reading materials and preferences confidently and to make informed choices. • To be able to compose clear written answers to comprehension questions 	<ul style="list-style-type: none"> • Daily fluency, vocabulary, word recognition and comprehension practise using Reading Plus • To read aloud new words and to use dictionaries/thesaurus to independently check for meaning • To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • To summarise the main ideas drawn from more than one paragraph of a piece of text, identifying key details, main ideas and themes • To ask questions to extend understanding • To answer and record written answers a wide range of question types independently including reference to the text and direct quotations • To identify independently the key vocabulary in a comprehension question and answer it appropriately • To work with a partner and also independently to identify the purpose, audience, text and language features and the structure of new pieces of text. • To read independently at home and school for a sustained amount of time • To be able to discuss reading materials and preferences

	<ul style="list-style-type: none"> • Learn poems by heart and perform these in small groups or as a class. • To read independently at home and school and be able to discuss what they have read. • During guided reading sessions, confidently discuss the texts they have read, explaining their understanding. 	<p>with clear modelling for support in guided reading sessions.</p> <ul style="list-style-type: none"> • To challenge themselves to read a wide variety of text types from different authors and different genres <p>To develop reading stamina and determination to read more challenging texts.</p>	<p>confidently and to make informed choices about reading materials</p> <ul style="list-style-type: none"> • To challenge themselves to read a wide variety of text types from different authors and different genres • To develop reading stamina and determination to try to give themselves the best opportunity 'to immerse themselves in a book' • To make informed predictions about the reading they are referencing prior events, character traits and implied information from the text • To develop a greater understanding of what they need to do in order to develop their own reading skills, stamina and enjoyment
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Reading Expectations at Errington Primary-Teachers

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Read stories daily to the children, beyond their own reading ability • Read a variety of texts, introduce non-fiction • Ask children questions about the story and explore language • Provide opportunities that allow the children to role play / explore familiar stories in role play and small world play • Provide opportunities to sequence stories, through role play, pictures and simple sentences • To teach from a story linked to theme or topic • Reading 1:1 as frequently as possible (at least twice weekly- more for target children) • Daily reading as they progress and become independent readers • Guided reading daily (through phonics) • Teach the children the phoneme - grapheme correspondence (daily phonics) • Daily practice of blending skills (orally and then in written form) • Books available to explore in the areas - changed to match interest / favourites and topic • High quality texts to be available in a stimulating reading area as well as the areas of provision. • Independent reading opportunities - reading area, in the areas of provision 	<ul style="list-style-type: none"> • Read a variety of texts daily to the children, beyond their own reading ability. • Ask children questions that they can answer using the text at a literal level. • Begin to teach the use of simple inference for example linked to characters feelings or actions. • Teach children how to make predictions based on what has already occurred. • Examine the sequence of texts. • Discuss the author's use of language, encouraging the children to select and discuss their favourite works, including looking at the effect words can have on the reader. • Identify and discuss key features of different text types. • Read a range of poems and teach children strategies to help them learn poems by heart • Examine the structure of a variety of text types including fiction, non-fiction and poetry. • Teach around a text, fiction, non-fiction or poetry linked to themes or topics. • Guided Reading in small groups using a variety of structured scheme texts and 'real' texts. • 1:1 reading for targeted children (at least twice a week). 	<ul style="list-style-type: none"> • Read a variety of texts daily to the children, beyond their own reading ability, including an extended class novel, texts that are structured in different ways and written for different purposes. • Children to identify and clarify unfamiliar language using dictionaries independently. • Ask children questions about a text developing inference and supporting their ideas with evidence from the texts. • Model answers to written comprehension questions as part of regular guided reading sessions. • Identify the purpose, audience, text and language structure with support. • Discuss themes, organisation across a range of texts, discussing similarities and differences between different genres. • Read different types of poetry and get children perform both published and personalised poetry in groups or individually by heart. • Guided Reading in small groups for all children using a variety of structured scheme texts and 'real' texts incorporating comprehension opportunities for children within some sessions both written and verbal. • Synthetic phonics continues daily as part of their spelling sessions until 	<ul style="list-style-type: none"> • Read a variety of texts daily to the children, beyond their own reading ability including an extended class novel, texts that are structures in different ways and written for different purposes • Children to identify and clarify any unfamiliar language. Modelled by teacher • Ask children questions from different domains and encourage them to back up their ideas with reference to the text- including using direct quotations. Model this with the children. • Identify the purpose, audience, text/ language features and structure of new pieces of text. Model with class leading to discussion in pairs/groups. Draw this together as a class to ensure all points are covered. • Discuss themes, organisation across a range of texts discussing similarities and differences between text types, authors, writing on a theme etc • Read a wider range of poems to the children including those from our literacy heritage and teach children strategies to help them learn poems by hear • Guided reading for targeted children leading up to largely whole class comprehension sessions where specific types of questions are taught, modelled and discussed

<ul style="list-style-type: none"> • Play with sounds and words, rhyming 	<ul style="list-style-type: none"> • Synthetic phonics daily until children are fluent- practise of blending orally and in writing; speed reading and tricky word practise. • Develop strategies for reading polysyllabic words including those that contain prefixes and suffixes. • Inference Intervention group for children who need further support with TA. • Provide a range of high-quality books, including a stimulating reading area, topic related books and books in learning areas. • Provide independent reading opportunities daily- reading for pleasure • Year 2 only- Cracking comprehension lessons with the whole class, teaching strategies for answering different types of questions. 	<p>children are fluent- practise of blending orally and in writing; speed reading and tricky word practise.</p> <ul style="list-style-type: none"> • Provide daily independent reading for pleasure opportunities • Inference Intervention group for children who need further support with TA. • Comprehension written tasks completed weekly as a whole class to develop their understanding of a text. • Provide a range of high-quality books, including a stimulating reading area, topic related books and books in learning areas. • Use Reading Plus daily to improve comprehension 	<p>together. Children will then be encouraged to apply these independently in their own work.</p> <ul style="list-style-type: none"> • Inference Intervention group for children who need further support with TA or school volunteers • Independent reading opportunities daily- reading for pleasure • A range of high-quality books available in the classroom, including a stimulating reading area, topic related books and books in learning areas. •
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Reading Expectations at Errington Primary-Parents

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Read stories to their children, preferably daily • Read books that the children can read daily • Read books to their children that is beyond the child's own ability • Practice phonics sounds • Practice decoding and blending skills • Be a role model for reading for pleasure • Expose children to books, at home, using the library, school home loan books etc 	<ul style="list-style-type: none"> • Read and talk about stories with their children- preferably daily. • Listen to the children read age appropriate books regularly, encouraging them to apply a range of strategies when they come across unfamiliar words, including phonic strategies, use of picture cues, breaking longer words down and reading on for meaning. • Use praise and encouragement when their child chooses more challenging books, supporting them when necessary. • Ask questions about a text to develop their child's understanding of what they have read. • Be a role model for reading for pleasure. • Continue to expose children to books and other reading materials at home, using the library, school home loan books etc • 	<ul style="list-style-type: none"> • Encourage shared reading at home and in their child's home environment and beyond. • Listen to their children read regularly and engage in reading opportunities as part of their home routine including the use of reading diaries. • Use regular praise when their child engages with different texts and shows a love of reading. • Be a role model for reading for pleasure by exposing children to different genres of texts. • Ask appropriate questions focussing on their child's reading ability that develop their child's understanding of a text. • Continue to expose children to books, at home, using the library, school home loan books etc. • 	<ul style="list-style-type: none"> • Encourage shared reading at home and in their child's home environment and beyond. • To engage in reading opportunities as part of their home routine including the use of reading diaries, encouragement for children to read quietly and independently. • Use regular praise when their child engages with different texts and shows a love of reading. • Be a role model for reading for pleasure by exposing children to different genres of texts. • Ask appropriate questions focussing on their child's reading ability that develop their child's understanding of a text. • Continue to expose children to books, at home, using the library, school home loan books etc. • To engage with school in the development of a lifelong love of reading •

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