

## Vision Statement Reading

### What are we trying to achieve?

Carlton Junior and Infant School aim to deliver a consistent, whole school approach to reading. At Carlton, we recognise that competence in reading is fundamental to many aspects of life and is central to independent learning. It is inextricably linked to speaking and listening which is the cornerstone for all language development.

Reading is given the highest priority at Carlton Junior and Infant School, enabling the children to become enthusiastic, independent and reflective readers. We recognise the significance of proficient reading skills as being a key factor in the academic and social success of our children both during their time at primary school and beyond into their adult lives.

We therefore aim to:

- Provide children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books and reading so that the children develop a life-long love of books
- Understand the sound and spelling system, and use this to decode words with increasing accuracy
- Develop a critical appreciation of what they read
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library
- Develop research skills and understand the layout of different types of books
- Develop a critical appreciation of a wide range of literature
- Encourage pride and ownership of books
- Develop the ability to listen attentively

### How the subject is taught?

The teaching of reading begins in reception with the systematic teaching of phonic skills using the Read Write Inc approach. When they are ready, the children move on to reading using a wide range of reading schemes such as Oxford Reading Tree, Rigby Star and Power of Reading. Once children have become fluent readers our daily guided reading sessions aim to develop children's comprehension skills. To promote reading for pleasure, we implement a range of strategies in key stages and as a whole school. Across the school children have access to a wide range of high quality texts to develop learning in all curriculum areas. Reading across subjects is a regular feature of the curriculum.

We ensure individual needs are met through the precision curriculum (strand 3) to either recall, reboot or stretch for mastery.

### What difference is the subject making?

As a result of consistent whole school approaches, robust planning and execution, children are able to decode and read fluently by the end of Key Stage 1. Over the years the profile of reading has been raised and subsequently outcomes have significantly improved.

There is increased parental involvement as a result of collaboration through home/school reading logs, class reading competitions, assemblies, school events, workshops and regular library visits.

A large majority of school have now joined the central town library and visit with parents and siblings.

Children are increasingly demonstrating positive and enthusiastic attitudes towards reading.

### SMSC/PSHE links

Reading is further promoted through spiritual and moral stories, citizenship projects, circle time and debates.

### Challenge:

Challenge activities such as higher order questions (inference and deduction) are planned daily and children are encouraged to access these in addition to the expected reading objectives.