



OUR READING STRATEGY

Our Reading Vision

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." (Jeremiah 29:11)

At St Matthew's we aim to deliver a curriculum that enables our children to become **educated citizens**, who can meaningfully contribute to making our community successful, therefore it is important that our Literacy curriculum reflects this.

We believe that reading is the gateway to learning, so teaching this effectively will lead to children becoming **empowered**. They should use reading effectively to fully access the wider curriculum, and to be able to experience life in all its fullness. No child should be left behind, so we implement a range of strategies in order to support the needs of all children and allow them to succeed.

We aim to provide children with a range of opportunities to develop their reading skills throughout the school day, with children using their reading across the curriculum to help them develop their **depth of knowledge, skills and understanding** in a range of subjects.

By experiencing a range of genres, rich texts and skilled authors, pitched at an appropriate level of challenge, children will continue to make good progress in their reading comprehension, decoding and fluency, as well as maintaining a love of reading and recognising **our place in the world**.

What does a good reader look like?

End of EYFS	End of KSI	End of KS2
<ul style="list-style-type: none"> Children can use their phonics knowledge to read simple sentences with confidence and are building fluency. Children can talk about a text, re-telling a story, naming key events, describing characters, using some new vocabulary learnt. Children enjoy listening to stories, rhymes, poems and other text, discussing these with other children or adults. Children attempt to read text in the environment using their sight/phonics knowledge. Children talk about their favourite books giving reasons why they enjoy these texts. Children can use the vocabulary they have learned from stories and texts during their independent play. 	<ul style="list-style-type: none"> Children read most words accurately without overt sounding and blending with growing intonation. Children read fluently (approx. 90 words per min) which allows them to focus on their understanding of the text. Children check what they are reading makes sense to them, correcting any inaccurate reading Children can answer questions about what they've read and make some inferences Children can explain what has happened so far in what they have read and make a plausible prediction. Children are starting to make links between a wide range of texts that they read across the curriculum. 	<ul style="list-style-type: none"> Children can identify, summarize and paraphrase the main ideas of a text. Children can justify their opinions when discussing a wide range of texts and can express views and preferences on genre, author, themes etc., taking part in discussions and sharing recommendations. Children think deeply about their reading, asking themselves questions about a text to improve their understanding and/or to find out more to extend their knowledge. Children can draw on their experience of similar texts to predict what might happen next. Children can infer, explaining their thinking routinely returning to text to explain their reasoning. Children can evaluate the writer's use of language and structure of the text and its impact on the reader. Children can justify the accuracy and reliability of the information they read. Children can read aloud for different purposes and audiences.



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How do we achieve this at St Matthew's?	
Synthetic Phonics	Read Write Inc. is taught to all children in EYFS and KSI to give them a secure grounding in phonics. We feel that this is an effective program that enables most children to read phonetically decodable texts with confidence. Additional interventions including Fresh Start and Precision Teaching are used across the school to ensure that no child is left behind.
Staff CPD	We believe that children will learn to read well if teachers are taught how to enable this. Regular CPD is given to all staff to ensure they recognise how to support and challenge children effectively with their reading. Specific support is given during Read Write Inc, sessions to ensure good results in KSI Phonics Screening Checks. Teaching is regularly monitored and support is given to ensure that children are receiving first quality teaching in reading lessons.
Whole Class texts	Appropriate enjoyable texts are used within EYFS and Year 1 to develop a love of reading and basic comprehension skills, which are then built upon once children have a more secure understanding of phonics. High quality texts have been carefully chosen from Year 2 through to Year 6 to cover a wide range of genres and in most cases to develop children's understanding of the wider curriculum themes. We use Guided Reading across KS2 and for those children who have a secure understanding of phonics in KSI.
Comprehension	Comprehension is developed through the use of high quality texts and focused book talk in EYFS. This is further developed from Y1, through more formal READ lessons and daily whole class reading (story time). There is a strong link between decoding and comprehension, so ensuring that children can understand what they have read while still learning to decode is paramount. Comprehension skills are built on further as children develop confidence in their word reading.
Opportunities to read	Children are given many opportunities to develop their reading throughout the school day. In KSI and KS2, children have weekly READ lessons where they develop their reading skills (focused on Retrieval, Exploration, Analysis and Detective skills). They use what they have read in these lessons to then inform their own writing. Children may read high quality texts as part of their wider curriculum learning to deepen their subject specific knowledge, so having strong reading skills is fundamental to open up learning across the curriculum. Subject specific books linked to curriculum learning have also been specially selected for children to continue their wider curriculum learning through enjoyable books. The children have opportunities for independent reading, reading with peers (reading buddies), reading to an adult in school and listening and engaging in story time. In EYFS and KSI, regular phonics sessions ensure that children get frequent chances to develop their decoding skills.
Assessment	Children are regularly listened to read and are provided with texts that match their reading ability. We are keen to offer appropriate challenge for children in the texts they are provided with, without making it too difficult for them to discourage them from the enjoyment of reading. We summatively assess reading termly to identify progress made and to pinpoint which children need additional support. Formative teacher assessment and effective differentiation within lessons ensures that the texts children experience are matched to their needs.
Home-school reading	A clear strategy supports children to read regularly outside of school. Parents are encouraged to listen to children read at least 3 times per week and teachers monitor this when changing books. Children who do not have the opportunity or support in reading at home are listened to regularly in school.
Book talk	Children are given opportunities to discuss features of books (e.g. contents, blurb, glossary), genres and themes, as well as which texts and authors they enjoy. During story time, focused book talk aims to 'hook' children in to reading, which encourages them to choose appropriate texts for themselves to enjoy.
Reading to writing	Writing lessons link to the curriculum theme a wide range of genres are used to enrich and provide a stimulus for their own writing.
Enjoyment	Our love of reading and story-telling is shared not only through the range of books that children read in Literacy and their free time, but through worship, class discussion, themed book/author days, reading buddies, reading aloud and daily story time.
Exciting activities	Children do not just answer questions about their reading. Although this is an important skill to have, the children also have regular opportunities for creative tasks – this could involve drawing, drama, creative writing, spoken presentations or more. This enables children to think creatively and apply what they have read, whilst also adding to their enjoyment of reading.