



# Reading

## Intent

### Reading Framework

Adopt the principles and recommendations set out in *The Reading Framework* (2023).

### Reading for pleasure

Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity.

### Phonics and early reading

For more information refer to:  
<https://bressingham.norfolk.sch.uk/phonics/>

### Book talk, respect and empathy

Develop fluent, independent and reflective readers who are confident to talk about books and authors, being respectful of others and showing empathy.

### Knowledge & Skills

To equip children with not only the minimum statutory requirements, but to prepare them for the opportunities, responsibilities and experiences of later life.

### Diversity

We use a range of engaging and diverse texts and, where possible, link texts and writing to the wider curriculum.



## Our Amazing ACORNS Ageements

- A** • We aspire to achieve in all our learning
- C** • We are kind and collaborate in discussion and learning
- O** • We are open and honest about our thoughts, with empathy and respect
- R** • We respect ourselves and others, different societies and cultures
- N** • We welcome new opportunities to discover and to build our cultural capital
- S** • We use our super learning powers in all our learning

## Implementation

### Phonics and early reading

Phonics is the main approach to teaching early word reading. Teachers use the *Little Wandle Letters and Sounds Revised* programme which is a DfE approved systematic synthetic phonics programme. Children benefit from reading practice sessions three times a week. Children who need support have this from the very beginning and until their phonics are secure, through *Catch up* support groups.

Alongside phonic books, children have self-chosen books to be shared with their parents, just for enjoyment.

### Reading beyond...

From Year 2, whole class reading sessions are carefully planned and structured to include different reading skills. Our reading practice sessions focus on the key skills of decoding, prosody and comprehension.

We have a broad cross section of carefully selected texts both for whole class and individual reading which ensure children read different styles and genres, developing their cultural capital and building progression between year groups.

### Enrichment and enjoyment

We foster a love of reading by investing in high quality, diverse texts, from our early phonics books to a chosen spine of literature for class texts, and through inviting reading areas, with children contributing to choices. Our teachers promote and value reading across the curriculum, and read daily to the children for pleasure.

Book sharing sessions and poems of the week, together with whole school themed events, including *World Book Day*, raise the profile of reading, as well as promoting a love of reading.

### Promotion of reading

A love of reading is promoted through inviting book corners in classrooms and enabling shared reading with the class each day. Reading is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. Monitoring may include observation, work scrutiny, pupil voice and teacher voice. The reading action plan is updated through monitoring, celebrating success and noting next steps. Ideas are shared with staff and governors.

## Impact

### End points

The *Little Wandle* phonics and early reading programme meticulously checks progress of each pupil and pupils stay on the scheme until they have learnt these skills.

Alongside this, we strive for our children to love books and love reading- to become readers, able to fully understand and discuss their reading. We aspire to achieve the highest possible national curriculum outcomes for each pupil.

### Assessment for learning

In early reading, assessment is informed by observations during phonics sessions, verbal feedback and half termly phonic and screening assessments. Rapid catch up is in place for any pupil who is not secure with their phonics by the end of Year 1.

From Year 2 upwards each pupil's progress and attainment are carefully tracked through both formative and summative assessment.

### Tracking and evidencing progress

Ongoing assessments with early reading and phonics mean that gaps in reading are quickly identified and addressed.

Summative judgements are recorded each mid-term and discussed at pupil progress meetings.

The class teacher, subject leader and the senior management team analyse outcomes and drive further improvement in reading.



