



Reading- The Bishop Pursglove Way

Mission

Reading is the beating heart of our curriculum. We aim to enable all children to be fluent, lifelong readers who understand and enjoy what they read.

Reading opens the door to learning.

Intent

We see reading as a skill that empowers our pupils to explore worlds beyond their own: worlds that are only available to them through books. Also, we see reading as a beautiful activity in which our pupils will see their own lives mirrored: bringing reassurance, validation and self-confidence.



We promote reading for pleasure, as only when a hobby is enjoyed will pupils want to regularly practice. Enjoyment is key in gaining fluency.



Through becoming fluent readers our pupils will gain expansive vocabularies that will help them express their emotions and needs throughout their whole lives.

Fluent readers will flourish in all curriculum subjects and have greater access to many educational opportunities throughout their lives.

Another benefit of reading that is promoted daily in our school, is the relaxing and calming effect on our mental health in this technological age. Reading is a skill that can calm and settle us at school and at home. Reading can be enjoyed in different social groups, such as whole class reading, paired reading and a quiet solo activity.



Implementation

Environment:

Our classrooms are a haven of books with cosy areas designed to provide a calm space for our pupils to enjoy reading. The books in our class libraries are thoughtfully chosen from our main library. They are chosen to stimulate reading throughout the curriculum and are regularly updated. We include class favourites, quick reads, longer reads, poetry, non-fiction, author focus and popular sets, on our classroom shelves.

We involve our parents/carers and governors in reading by inviting them to join us at story-time and to visit to talk about their favourite childhood books. We aim to create a reading community within our school.

All pupils have a weekly library session in which they browse and choose a reading for pleasure book and have time to relax with their peers over a book. Personal taste is encouraged and supported.

We strive to engage our pupils and parents/carers at the earliest opportunity (on entry to our school) by promoting reading for pleasure. We don't only ask our parents/carers to hear their children read as "homework" but encourage them to spend time enjoying a story together.

'Book talk' is a feature of all classrooms as pupils are encouraged to discuss and recommend books to their peers. When reading stories, we discuss authorial techniques used with the pupils. (see appendix 1)

'Reader-leaders' from each class support the teacher in tidying book areas and promoting books to their friends and the whole-school.

Phonics:

Reading is taught to all children from Reception in our school using a carefully designed programme of systematic teaching of phonics using the scheme Little Wandle. At this stage, all reading books are purposefully matched to phonic phase to support practice, success and enjoyment. The children read this at least three times over a week to develop fluency, also a book from the same phonic phase is taken home.

Phonic progress is checked regularly using Little Wandle assessments. Pupils who fall behind receive immediate keep-up and catch-up tutoring using Little Wandle resources.

Reading scheme:

Following phonics, we provide readers with an age-appropriate reading scheme that reflects their key stage topics and reading levels. This scheme is Big Cat. Pupils are encouraged to read these books regularly at home and will have time 1:1 to discuss and read in school.

Whole class reading lessons in KS2:

Reading is taught in whole class reading lessons. In these lessons the students have a text each or in a pair. The text is read as a class using a shared range of fluency and prosody games. (see appendix 2) Following two lessons of reading a

follow-up discussion and writing lesson will be completed. During this lesson the teacher will focus on key reading skills from the curriculum to question and deepen the pupils' understanding of their reading.

We use the acronym VIPERS for the reading skills from the curriculum. This acronym stands for: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary and/or Sequence.

In our whole class reading lessons we ensure that our pupils will experience a wide range of age-appropriate texts. When teaching reading we use a range of quality fiction, non-fiction and poetry texts. These are mapped out over a two-year programme and are regularly updated and reviewed.

Quality texts:

Foundations are laid in Reception, where our Early Years pupils experience high-quality stories and poems. They learn a range of nursery and action rhymes. Reception pupils begin learning grapheme-phoneme correspondences and blending.

In school, texts used for story time and writing lessons are chosen to reflect our rich literary heritage. We place an emphasis on regular reading and reading for pleasure, both in school, and at home. Through a progressive use of language rich texts, pupil's ability to work with more complex language is developed. Engaging texts are key to the planning and delivery of Reading and Writing in our school. The texts used for writing lessons are carefully mapped out over a two-year programme.

Pupils read texts linked to their topic work. We have an expectation that reading is happening throughout the curriculum. Learning is developed in other subjects using stimulating non-fiction literature.

Story time is a regular event throughout our school. School promotes children's understanding and experience of Classic Texts by using high-quality texts and our Poetry Spine. This is supplemented by new releases to keep interest high. Story time provides an excellent opportunity for the teacher to model fluency and prosody with informal discussion of authorial technique. (see appendix for **Authorial Technique chart**) Story time is also a magical time for relaxation.

Reading events:

Regular reading events are held in school to embed a positive attitude towards reading. These events are often linked to current national reading initiatives, such as: World Book Day, The Year of Reading 2026, The Summer Reading Challenge, The Clip Carnegie Illustration Award, National Storytelling Week, Take 10 to Read, World Book Night, National Poetry Day and Science Week. These events ensure we are supporting reading for pleasure in a constant manner. They also help us to stay current and use up-to-date resources that are inspiring to our pupils. Reading events include school trips to the library and talks online or in person from authors and illustrators.

Impact

Progress in phonics is continually reviewed through regular termly assessment and in pupils' work. The National Phonics Check is undertaken to map progress and inform next steps.

In KS1 and KS2 test data is gathered through termly NTS reading papers. This is used alongside evidence from pupils' work and progress records to chart progress and to set new targets. Extra intervention reading strategies follow from regular progress discussions.

In KS1 and KS2 regular assessment of pupil's decoding and comprehension skills are checked in 1:1 reading discussion and in whole class reading lessons.

Progress records are kept by the teacher to guide lesson planning. They are discussed thoroughly in Pupil Progress Meetings between SLT and teachers.

Impact in the promotion of reading for pleasure can be seen by engagement of the students with the reading community we create. Individual strategies are used to engage those who are not yet reading for pleasure.

UKS2 reading SATs are undertaken to measure children's attainment and formally check their educational progress.

Interventions:

- Interventions have entry and exit data to chart impact.
- Immediate phonic intervention follows a five-week teaching block.
- KS2 students who haven't completed their phonic learning follow a programme with 3 sessions each week.
- Children in the lower 20% of assessment results have 1:1 reading sessions 2x or 3x each week. These focus on their reading scheme book and reading skill discussion for approximately 10 minutes to build greater fluency and understanding.
- Lessons are planned to focus on reading skills that have been highlighted in assessment results as weaker areas.

Timetables per year groups:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Reception	Phonics daily				
	Group reading	Group reading	Group reading	Group reading	Library visit- read for pleasure
	Daily poetry basket				
	Daily story time 15-20 mins				
Y1	Phonics daily				
	Guided group reading 3x each week				
	Daily story time 15-20 mins				
	Library visit Tuesday pm				
Y2	Phonics/ spellings daily				
	Guided group reading 3x each week				
	Daily story time 15-20 mins				
	Library visit Tuesday pm				

Y3/4	Whole class reading	Whole class reading	Whole class reading (written activity)	Spelling Lesson Library visit	Spelling lesson
	Daily story time 15-20 mins				
Y5/6	Spelling lesson	Whole class reading	Whole class reading (written activity)	Spelling lesson	Library Visit- Reading for pleasure
	Daily story time 15-20 mins				

Appendix:

1)

Book Talk- Authorial Technique

Repetition	Simile	Metaphor	Idiom
Short sentence for impact	Suspense	Onomatopoeia	Character/setting
Atmosphere	Appeal to the senses	Rhetorical question	Alliteration

2)

Whole class reading

Teaching	The staff member leading whole class reading is the main resource. They are the best model of fluency and prosody and need to model the reading with expression and confidence. Using the key skill VIPERS vocabulary daily will help build confident readers. • Vocabulary (all the words known and used by a particular person) • Inference (Inference is when you read between the lines and look for clues in a story.) • Prediction (An act of saying what will or might happen in the future.) • Explanation (to make something clear or easy to understand: to tell, show, or give the reason for, or cause of something.) • Retrieval (Retrieval is a reading skill and often one of the first skills to be developed by a child in school. Children have to pick out information from a text in order to answer questions about it. Retrieving and recording information and identify key details from fiction and non-fiction is an important skill for kids to learn.) • Summary KS2 (expressing or covering the main points briefly) • Sequence KS1 (Sequencing refers to the identification of the components of a story, such as the beginning, middle, and end.)
Strategies	Using a range of strategies and games Whole Class Reading can be lively and promote reading for pleasure as valuable fluency skills are built. • Chunk and Scoop- the teacher demonstrates phrasing using echo and chorus methods. • Pass round the sentence- stop at the full stop (a good way to include the whole class and to get a larger passage covered) • Echo- the teacher reads a sentence and the class echo it back (good for a tricky line to read and for phrasing) • Paired reading- (good to cover a longer passage of text, partners can be chosen to support each other well) • Missing word- a child reads a passage and misses out one word (this makes the class focus on the text closely as they want to spot the missing word)

	• Missing word- the teacher reads and misses out words, the class or child read these words (good for SEND or unwilling readers as they don't have to read it all, also good to help students follow the text) • Gobbledegook game- A child reads a passage and substitutes one word for the word 'gobbledegook' and the class must spot the word missed • Timebomb game- The teacher reads a page for 2 minutes modelling and discussing fluency and prosody, then in reading pairs one child will repeat that page to their partner as the other listens for fluency and prosody. Time for peer praise. Then the teacher reads another page, and the other partner reads that one. Always pausing to praise partners and use the fluency skill vocabulary. • Chorus- the whole class might all read (good for a dramatic moment) or a whole group.
Vocabulary	In KS1 group reading, using Little Wandle, the terms prosody and fluency are used daily. We need to use these terms daily in KS2 also. Reading fluency- Fluency is the ability to read a text accurately, quickly, and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension. Fluent readers group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Speaking fluency- speaking fluency is a measurement both of production and reception of speech, as a fluent speaker must be able to understand and respond to others in conversation. Prosody- Prosody is expressiveness in speech. It includes elements such as intonation, stress, tone, and rhythm. When we talk about language development, vocabulary and grammar tend to take centre stage, but those elements of speech only tell half the story.