



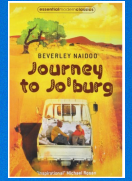
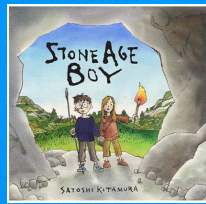
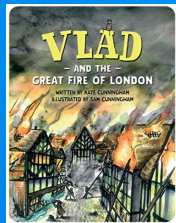
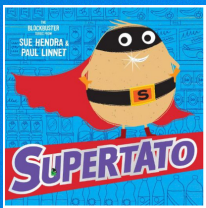
# Reading



## Our Vision



Reading is the gift that keeps on giving. Here at Meir Heath Academy we want our pupils to develop a love of reading from a very young age. We want our children to be driven by the desire to read - to explore new worlds, new characters, and new genres and to have an appetite for reading that must be fed through exciting, well planned reading opportunities.



## Our Intent



In pursuit of this vision, our English curriculum is built on a foundation of quality texts and books. Through our curriculum, our pupils have the opportunity to explore a wide range of genres and authors which have been carefully and thoughtfully selected to link to our curriculum and to stimulate curiosity and interest. As our texts often have links to our Geography, History and Science work, our aim is that pupils realise reading goes beyond guided or whole class reading and feeds into all subjects.

Reading is the **key** to all learning.



## Implementation



At Meir Heath Academy all pupils are given the opportunity to take part in reading activities, daily. Extra opportunities for pupils to practise and extend their skills are provided and linked to other curriculum areas wherever possible.



*"The more that you READ,  
the more things you will  
KNOW. The more that you  
LEARN, the more places  
you'll GO."*

Dr Seuss

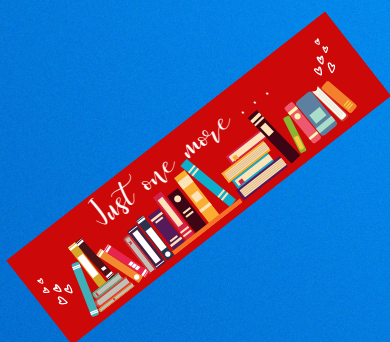




## Reading at our school is developed through:



- Whole class reading sessions for children in Year 1, 2, 3, 4, 5 and 6. All lessons have a specific reading skill focus.
- In EYFS and Key Stage 1, children follow a systematic synthetic phonics programme called 'Supersonic Phonic Friends'. Children read phonically decodable books that match their secure phonic knowledge which in turn develops their fluency, expression and comprehension skills.
- Once secure with phonics, children from Year 2 to Year 6 all partake in guided reading sessions.
- Pupils having access to a wide range of literature and non-fiction texts in the classrooms.
- The use of ICT based reference materials in the form of television, video and computers.
- Daily sessions of independent reading when pupils have the opportunity to read, enjoy and share texts with other pupils and adults.
- The involvement of parents, in and out of school, thereby ensuring a home/school commitment to the encouragement and value of reading.
- The encouragement of reading for pleasure and celebrations and rewards for those reading regularly: Reading Stars, Recommended Read and Reading for Pleasure Log.



## Impact



### Assessment

Assessment is used to monitor progress and identify any child needing additional support as soon as they need it. Assessment of learning takes place continuously for all children and summative assessments take place at the end of each term.

### Statutory Assessment

Children in Year 1 sit the Phonics screening check. Any children not passing the check re-sit it in Year 2.

Children in Year 6 complete a National Curriculum Test (NCT) in the summer term.