

Intent and vision for Reading



What sort of learners we want

Pupils who say 'I enjoy reading.'

Pupils who get excited about sharing and hearing book recommendations.

Pupils who can make cross-curricular links in texts.

Pupils who make good use of a text to support answers.

3 key focuses to promote good reading skills

1 | Create a culture of reading.

Talking about book recommendations often, sharing what the children are reading once a week and bouncing ideas around the room will get children excited to read the books that their friends share.

2 | Provide questions that develop the children's ability to reason.

In GR sessions, ensure children have a wide range of questions that require them to use a variety of skills, and to use the text to provide evidence for an answer. We will look at examples.

3 | Make links.

As often as possible, make links between the book you are reading in English/Guided Reading/ your end of the day class book to other subjects in the curriculum/world events.

I.e. recognising when authors use figurative language they learned about that week.

Provide questions that develop the children's ability to reason.

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Questions that require them to find evidence to support their answer

I.e How do you know that...? Where in the text does it suggest...? Emily is finding it difficult to concentrate. Find evidence to support this.

Encourage the children to find quotes and punctuate them correctly.
Then explain their reasoning.

Point Evidence Explain - Don't forget to PEE!

- Talk through how to answer questions that they will experience in tests, using the same style and format so they are experienced at answering these _____ types of questions.
- Using a quote from the text followed by a question (reference the page number for the quote).
- Find and copy a word meaning _____ on page _____.
- Which of these words is closest in meaning to _____?
- A statement followed by asking the children to prove or disprove it.
- Questions about the sentence structure. What does the punctuation in (the quote) tell us about how the character is feeling?
- To strengthen inference and deduction, questions such as ‘what is Tom referring to when he says...?’ and ‘Why do you think Fred wants...?’

Action plan points to work towards

1 | A whole-school reading display.

This will soon go up in the atrium. There will be a photo of each staff member with a speech bubble that will have a book or author that that particular member of staff recommends, or a book/author that they loved when they were a child.

2 | Reading a class book.

Every day, for at least 10 minutes, please read aloud to your classes. The book can be voted on by the class and can be completely different to the book studied in GR/English. If the book studied is quite serious, a light-hearted, funny book may be a wanted comic relief.

3 | Integrate reading rivers.

This activity helps children to realise just how much we do read in our day-to-day lives. Reading labels on products and subtitles in films are just some of the ideas the children came up with. This will hopefully bring home how important it is that we can read with growing confidence and understand what we read.

Action plan points to work towards

4 | Promoting non-fiction texts.

Displaying non-fiction books that match your current topic in the book corner.

Encouraging children to read First News on iPads during daily independent reading time.

5 | Opportunities for AR quizzes.

Children use iPads during daily independent reading time to complete AR quizzes.

Please encourage children to also do these quizzes at home.

Celebration of Reading

- Aspirational Reader once a half term
- AR Champions (group of children who have put in lots of effort into their AR quizzes, signing planners, participates very well in GR)
- Merits for good participation/effort/progress in guided reading
- Whole school display coming soon
- Read class book or do GR outside to excite the children.