

At Lympstone Primary School, we are committed to creating a culture where reading is valued and enjoyed by all children and the wider school community. We intend that children are exposed to a range of high quality 'Blue Print' texts through a variety of contexts that are rich in language, structure, theme and diversity.

We are committed to providing the opportunity for children to read, handle and enjoy a breadth of carefully selected texts in a range of formats to immerse themselves in being able to learn to read for pleasure and in turn, read to learn. We want children to develop their own preferences and be able to recognise authors and styles of reading. Overall, we intend that our children leave school able to read fluently with understanding and having been fed a rich, varied 'diet' of literature that both enlightens and inspires whilst enabling them to interact with their peers using a lifelong skill.

Reading for pleasure					
Intent	<p>Create a reading culture where children are exposed to a range of high quality texts in a variety of contexts and have opportunities to browse literature as well as structured reading activities.</p> <p>To build preferences in reading and to choose to read.</p> <p>To recognise authors and styles of reading that individuals enjoy.</p> <p>Engaging in book discussion in a range of contexts, alongside both adults and peers.</p> <p>Sharing and recommending a range of books.</p>				
Implementation	The age appropriate progression of knowledge and skills detailed below contribute to developing reading for pleasure in addition to reading to learn.				
Curriculum Provision:					
	FS Oak	Y1 Willow	Y2 Sycamore	Y3/4 Chestnut & Maple	Y5/6 Maple & Beech
Intended Impact	Children will be able to talk freely about what they have read and if they enjoyed it. Children will have the growing ability to select an appropriate book and make simple recommendations to others. Children will build on their knowledge of literature and authors and begin to give preferences.				
Reading aloud to children					
Intent	<p>Building a bank of story and rhyme knowledge.</p> <p>LPS 'Top 5' reads and LPS Reading Spine' to reinforce story pattern and regular exposure to high quality vocabulary.</p> <p>Exposing children to texts beyond what they can read themselves through daily story time and Guided Reading sessions.</p>	<p>Widening knowledge of texts and authors, including non-fiction and poetry</p> <p>Selection of high quality texts on the LPS 'Reading Spine' and LPS Poetry Curriculum.</p> <p>Sustaining stamina in</p>	<p>Introducing children to a wider range of authors and contexts e.g. historical and cultural</p> <p>Daily reading sessions and Guided Reading.</p> <p>Teachers purposefully select high quality classic and contemporary texts from the</p>	<p>Exposing children to challenging and archaic texts, e.g: language, themes</p> <p>Daily reading sessions and Guided Reading.</p> <p>Our Reading Spine is divided into sections to</p>	

	<p>Developing an enjoyment for reading through creating quality books in class, visits to the school and local libraries, selection of high quality 'texts that teach', exposure to classic and contemporary poetry through the LPS Poetry Curriculum. Visits from authors and book fairs and the celebration of World Book Day.</p> <p>Children and teachers are regularly encouraged to select from the section in our library which celebrates and promotes diversity in a range of contexts for class and home reads and includes stories from other cultures.</p>	<p>listening and reading texts through daily story sessions and Guided Reading.</p> <p>Making connections within a book – children are exposed to carefully selected age appropriate and progressive texts that facilitate the teaching and learning of similar and contrasting themes, structures, lengths and genres. Through Guided Reading sessions, children are taught the skills of how to make links between texts that are reading and have been read before. Teacher purposefully 'pair' fiction and non-fiction texts to build knowledge and understanding.</p> <p>Children and teachers are regularly encouraged to select from the section in our library which celebrates and promotes diversity in a range of contexts for class and home reads and includes stories from other cultures.</p>	<p>LPS 'Reading Spine' and LPS Poetry Curriculum, which ensures breadth and diversity in 'reading diet'.</p> <p>Children and teachers are regularly encouraged to select from the section in our library which celebrates and promotes diversity in a range of contexts for class and home reads and includes stories from other cultures.</p>	<p>reflect the '5 plagues of reading'.</p> <p>Children and teachers are regularly encouraged to select from the section in our library which celebrates and promotes diversity in a range of contexts for class and home reads and includes stories from other cultures.</p>
Implementation	<ul style="list-style-type: none"> • Daily exposure to quality books through focused Guided Reading and story sessions • LPS tailored reading spine/'Top 5' and poetry curriculum • Investment in high quality fiction, non-fiction and poetry books • Development of the library to story broad range of fiction and classroom libraries to store relevant topic non-fiction texts • Opportunity to select from purposely selected texts that celebrate and promote diversity in a range of contexts • Author of the month where each class celebrates a chosen author or poet to learn about and gain an awareness of their works. 			

Core texts	See Lympstone Primary School Texts that Teach grid.
Intended Impact	Children enjoy and look forward to listening to stories. They can talk about what they have listened to and enjoyed during their time in school. Children will be able to talk about characters and plots that they have engaged in and be able to retell familiar stories. Children will be able to make links between books they have heard and be able to imitate story patterns and language in their own stories and writing.

Independent reading and home/school reading

<p>Intent</p>	<p>Independently reading phonically decodable books matched to their phonic knowledge and skills.</p> <p>All independent reading books up to and including Orange are phonetically decodable and in line with the current Letters and Sounds Phase the child is working on. An adult always supports a child in selecting their new reading book. FS leader holds parents' meetings and sends written information home to enable adults at home to support their child's reading development. Regular school-home correspondence is recorded in reading diaries.</p> <p>Children may also select a 'Book of Interest' to take home alongside their ability matched book. A 'Book of Interest' is intended to be read and enjoyed alongside an adult at home.</p>	<p>Reading age-appropriate books Increasing stamina</p> <p>Once a child has been assessed at reading at a level beyond Orange, they progress through the coloured book band system. Carefully aligned texts from a breadth of genres and themes are chosen alongside an adult.</p> <p>Children may also select a 'Book of Interest' to take home alongside their ability matched book. A 'Book of Interest' is intended to be read and enjoyed alongside an adult at home.</p> <p>Regular school-home correspondence is recorded in reading diaries.</p>	<p>Choosing appropriate texts Reading for sustained periods of time Increasing the length and complexity of texts being read Read short novels independently with understanding (by end of Y4)</p> <p>Books in these year groups continue to be carefully chosen with the support of an adult.</p> <p>Once a child has reached ARE for the end of Y2, they progress onto LPS Bridging Books'. Bridging Books are the coloured bands beyond White level and provide further support and scaffold within a breadth of age appropriate content and themes.</p> <p>Regular school-home correspondence is recorded in reading diaries.</p> <p>Children and teachers are regularly encouraged to select from the section in our library which celebrates and promotes diversity in a range of contexts for class and home reads and includes</p>	<p>Reading age appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage.</p> <p>Books in Y5/6 continue to be carefully chosen with the support of an adult.</p> <p>Children, where appropriate, continue to take a banded book and a Book of Interest from the library or class library.</p> <p>Regular school-home correspondence is recorded in reading diaries.</p> <p>Children and teachers are regularly encouraged to select from the section in our library which celebrates and promotes diversity in a range of contexts for class and home reads and includes stories from other cultures.</p>
---------------	--	--	---	--

			stories from other cultures.	
Implementation	<ul style="list-style-type: none"> Decodable books selected based Letters and Sounds phases Books selected by adult in class Books changed at least twice a week Regular contact with adults at home Opportunity to take home a 'Book of Interest' to share for pleasure in addition to decodable text Children progress through a fully scaffolded and progressive coloured book band system 			
Intended Impact	Children will make tangible progress through the coloured book band system where this can be matched to the Teacher Assessment made via other methods of attainment tracking such as Bench Marking and Guided Reading sessions. Parents will be supportive of their child's reading stage and know what they need to do to help move their learning on. Children will be independently accessing a wide breadth of reading material from both the structured scheme and a supplementary 'Book of Interest' that can be enjoyed at home with the support of an adult.			
Guided reading/reading instruction				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			
Implementation	<ul style="list-style-type: none"> Daily streamed Phonics sessions following Letters and Sounds Guided reading sessions to ensure independent application and to develop comprehension skills Picture inference practise through Guided Reading sessions Individual reading 1:1 with Teacher/TA/trained regular volunteer 	<ul style="list-style-type: none"> Daily 30 minute guided reading sessions: Each child receives at least one teacher led session and one TA led session where possible As part of GR session, independent Direct Activities Related to Texts (DARTs) for groups not working with an adult. An increasing expectation of written recording of understanding through KS2 		
Core texts	See Lymestone Primary School Texts that Teach grid, Reading Spine & Poetry Curriculum.			
Intended Impact	Children are accessing guided sessions where both 'mechanical' reading and the ability to draw meaning to the text is progressing. Children are using a range of strategies to decode and interpret a text. They are able to extract key information when required and present their responses both verbally and formally.			

Shared reading as part of teaching sequence	
Intent	Exposure to a high quality ‘Blue prints’ texts in a variety of genres as models for writing at a higher level than all children could access independently.
Implementation	<ul style="list-style-type: none"> • Sharing the text in purposeful environment and highlighting key vocabulary (where appropriate, related to Tiered Vocabulary Pyramid), structures and themes • Providing opportunities to respond to the text though ‘Book Talk’ and peer talk/teacher conferencing sessions • Provide opportunities to map and learn the text when appropriate • Exploring text structure • Summarise text features
Core texts	See Lympstone Primary School Texts that Teach grid, Reading Spine & Poetry Curriculum.
Intended Impact	Children can talk about and memorise story and language patterns in order to imitate them in their own writing. Children will apply newly acquired vocabulary and language structures in their own verbal and written communication. Children can demonstrate the ability to talk about what they have read and listened to in terms of summarising, predicting, clarifying and questioning aspects of the text.

Core reading texts to support reading to learn across the curriculum
--

Intent	<p>Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects</p> <p>Children listen to and engage in a range of literature that has been purposefully selected for its age related content and skills progression.</p> <p>Children use topic books to look at and discuss themes and learning.</p> <p>Teachers ‘pair’ non-fiction texts with the core fiction teaching text to build on vocabulary, knowledge and skills.</p>	<p>Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum</p> <p>Children listen to, independently read and engage in a range of literature that has been purposefully selected for its age related content and skills progression.</p> <p>Children use topic books to research and discuss themes and learning.</p>	<p>Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.</p> <p>Children listen to, independently read and engage in a range of literature that has been purposefully selected for its age related content and skills progression.</p> <p>Children use topic books to research and discuss themes and learning.</p>	<p>The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.</p> <p>Children listen to, independently read and engage in a range of literature that has been purposefully selected for its age related content and skills progression.</p> <p>Children use topic books to</p>
--------	--	---	--	--

		Teachers 'pair' non-fiction texts with the core fiction teaching text to build on vocabulary, knowledge and skills.	Teachers 'pair' non-fiction texts with the core fiction teaching text to build on vocabulary, knowledge and skills. The skills of 'skimming' and 'scanning' are explicitly taught to support the development of reading comprehension.	research and discuss themes and learning. Teachers 'pair' non-fiction texts with the core fiction teaching text to build on vocabulary, knowledge and skills. The skills of 'skimming' and 'scanning' are explicitly taught to support the development of reading comprehension.
Implementation	.			
Core texts	See Lympstone Primary School Texts that Teach grid, Reading Spine & Poetry Curriculum.			
Intended Impact	Children should be able to use and apply their reading skills to independently further their own knowledge and understanding in English and other areas of the curriculum. Children will be able to bring their own background experiences and understanding to help make meaning from their reading.			
Assessment				
Assessment Evidence in order to assess impact	EYFSP Phonic Screening Check Observations of reading behaviour and talking to pupils Independent and home reading records Running records to assess fluency and accuracy (Benchmarking) Phonic assessments Reading Assessment folders – Guided Reading evidence/records Written responses to reading activities (DARTs) Rainbow curriculum of skills and progression ITrack	SATs Phonics Screening Check retakes Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Running records to assess fluency and accuracy (Benchmarking) Reading Assessment folders – Guided Reading evidence/records Written responses to reading activities (DARTs)	Optional SATs Observations of reading behaviour & talking to pupils Independent and home reading records Reading Assessment folders – Guided Reading evidence/records Verbal and written book reviews & recommendations Written responses to reading activities (DARTs) Rainbow curriculum of skills and progression ITrack	SATs & optional SATs (Y5) Observations of reading behaviour & talking to pupils Independent and home reading records Guided reading records Reading Assessment folders – Guided Reading evidence/records Verbal and written book reviews & recommendations Written responses to reading activities (DARTs) Rainbow curriculum of skills and progression ITrack

		Rainbow curriculum of skills and progression ITrack		
Assessment Expectations (what assessment criteria are used? When? Moderation?)	Termly moderation – internal and external Talking to children ‘Dip Testing’ reading ability Regular mock phonics screening Guided Reading session observation			