

Reading Rationale

“Books fire your imagination and your creativity and take you travelling through time and space and into hearts and minds of other people” – Cressida Cowell

EYFS Programme of Study

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. ***Please see the ‘Teaching and Learning Strand Progression Map’ which outlines Reception objectives from ‘Development Matters’ and the Early Learning Goals from the EYFS statutory framework that feed specifically into the national curriculum subject of Reading.***

National Curriculum Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Learner Characteristics

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Curiosity, Community and Cultural Diversity through our rich reading offer in our reading Community

Teaching and Learning Strands

Word reading

This strand involves decoding through systematic synthetic phonics and developing fluency and accuracy

Comprehension

This strand involves: developing an extensive and rich vocabulary and developing the skills of inference, prediction, explanation, retrieval, sequence and summary (VIPERS).

o Extensive and Rich Vocabulary:

- Draw upon knowledge in order to understand the text.
- Give/ explain the meaning of words in context.

Inference:

- Make inference from the text/explain and justify using evidence from the text

o Prediction:

- Predict what might happen from the information you are given or from details stated and implied

o Explain:

Identify/ explain

- Your preferences, thoughts and opinions about the text.
- How information/narrative content is related and contributes to the meaning as a whole.
- How meaning is enhanced through choice of words and phrases
- Make comparisons with the text

o Retrieval:

- Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.
- Retrieve and record key information/key details from fiction and non-fiction

o Sequence / Summary:

- Sequence the key events in the story
- Summarise main ideas from more than one paragraph

Love of reading for study and pleasure

This strand involves children at Polehampton gaining knowledge through their experience and access to a variety of high quality texts which engage, enthuse and challenge their experience of the world.