



Meare Village Primary School  
*'Four walls that hold tomorrow'*



**OVERVIEW OF READING**

**Why this subject is important in our school:**

**Reading is at the heart of all learning. Without the cornerstones of reading in place: phoneme awareness; phonics; fluency; vocabulary and comprehension, any curriculum is beyond the reach of our learners. More than this though, at Meare Village Primary School, we place stories and books at the heart of all learning.**

**We believe that books are:**

- Mirrors, windows & sliding glass doors. Our children can see themselves reflected through books; they can escape to a different place through books and can step out as a new version of themselves with books and stories at their side
- We believe that reading is a crucial stepping-stone to success in all parts of the curriculum and is a skill that will remain with them for a lifetime
- Reading is empowering and permits children to be brave and daring in their learning
- It is also an anchor, a comfort and – in contrast - a means of escape which can be unlocked at any time
- At Meare Village Primary School, we also know that all readers are like beacons who can shine their light on others and that stories are the bedrock of all human connections.

**How this subject is organised in our school:**

**Phonics is taught in EYFS & KS1 - and where necessary in KS2 - with Read Write Inc. Whether in EYFS, KS1 or KS2, the following flowchart maps any reading experience for our children.**

**1. Pre-reading**

*Why are we reading?*

- *Predictions and pre-reading discussion and tasks based on the author / illustrator, synopsis, reviews, front and back cover*
- *Opportunities to think creatively about texts and generate excitement before reading the text*

**2. First reading**

*Independent reading*

- *Children read a given text independently – building reading stamina*
- *Reading might be an excerpt, a page, a collection of pages or a whole chapter / book*
- *Opportunities to acquire and magpie new vocabulary*

**3. Second reading**

*shared reading*

- *Reading modelled with children following – focus on fluency, tone and engagement to boost a love of reading alongside modelling reading*
- *Discussion generated before, during and after second reading*

**4. Questioning**

*Showing understanding*

- *VIPERS (Vocabulary, Infer, Predict, Explain, Reason, Summarise)*
- *Answering questions as whole class, in groups and independently*



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- *Self and peer marking before further discussion and correction of marvellous mistakes*

**Celebration:**

**Reading for pleasure:** 'book talk', daily DEAR time, reading buddies, daily class stories and home reading all celebrated at every opportunity and in a weekly reading update shared on the school website; via Class Dojo and in weekly Praise Assembly

**Modelling:** all staff are 'lead readers' in classrooms and read to and alongside with children daily

**How we will measure impact:**

- EYFS: teachers' ongoing assessment of children against Reading Early Learning Goals
- Read Write Inc.: teachers and support staff draw upon observations and continuous assessment to ensure children are stretched and challenged, grouped appropriately, and that children who may require additional support are identified
- In Years 1-6, teachers assess against the Reading Programme of Study statements from the National Curriculum
- Guided Reading sessions form an essential part of assessment of reading: questions and discussions are tailored to support and challenge readers at various levels
- In Key Stage 2 all pupils are assessed in Accelerated Reader every half term. Identified children to be given 1:1 support by a teacher or teaching assistant to make good progress
- Regular formative assessment is carried out throughout the school which provide an indication of independent comprehension skills
- Statutory assessments at the end of KS1 and KS2 - measured against the reading attainment of children nationally. Attainment in phonics is measure by the Phonics Screening Test at the end of Year 1