

Our vision for Reading at Birley Spa Primary Academy

Intent

At Birley Spa Primary Academy, we believe that Reading is the door to a lifelong love of learning and enjoyment. Reading is a set of fundamental skills which combine to enable children to access all areas of learning in school and as citizens of the world, ensuring they can make progress and succeed now and in the future. Developing readers is a priority at Birley Spa and is a key driver for our curriculum.

Our aim is for children to view reading as an enjoyable and worthwhile activity and develop a love of reading that lasts throughout their lives. We want them to become fluent and confident readers who can understand, interrogate and gain knowledge or enjoyment from a wide range of fiction and non-fiction texts in school and at home.

Our curriculum is designed so that, alongside reading for pleasure, children develop the ability to use their reading skills to research and gather new knowledge and understanding. It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject, in preparation for their forthcoming secondary education.

We therefore intend to encourage all pupils to read widely to develop knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum, and to develop their comprehension skills. We are committed to providing vocabulary rich reading material across the curriculum which draws on the British Values of tolerance and mutual respect and enables our children to showcase our school values in their writing by drawing on a rich diet of high-quality literature from our canon of texts.

Pupils in the early stages of reading develop resilience by trying to blend and read words that are unknown, as well as through persevering with difficult blends and identifying tricky and common exception words. Children are exposed to, as well as supported in, accessing and persevering with, challenging texts to enhance learning across the curriculum.

Close monitoring of the children's ongoing progress and ability and then matching the text level suitably enables the child to experience a balance of success and challenge, thus motivating them to continue.

Children are praised and rewarded for their efforts with reading (even when making mistakes) to boost their confidence and resilience and to support their learning.

As a school community, we believe that creating a love of and determination in reading is vital to ensure academic and social success in our children. By being taught systematically the skills needed, together with inspiring and high-quality texts, our children will become confident and enthusiastic readers. By sharing books, we create a cultural capital that builds a sense of belonging and inclusion.

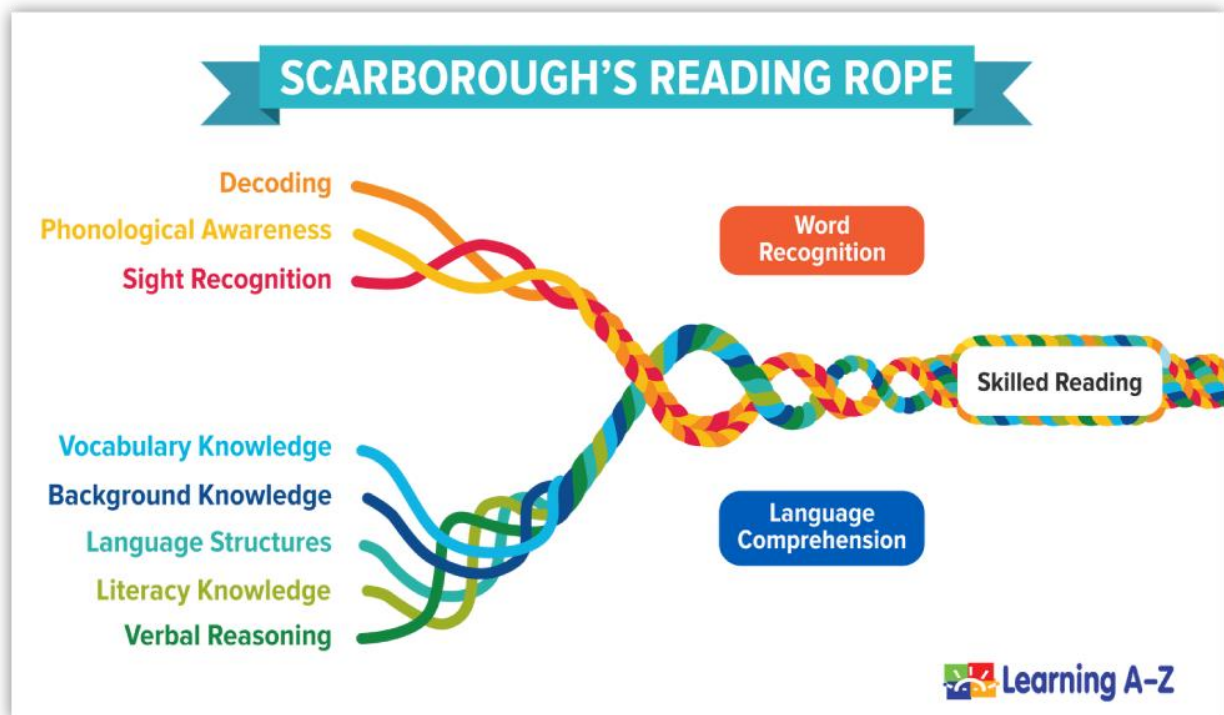
Research has shown that reading aloud to children the greatest impact on this and so we have ensured that this is built into our reading week.

“Reading aloud to children gives them the opportunity to try the language and experience of others. It helps them to make connections with their lives and informs their view of themselves and others. Thinking aloud helps children learn how to use comprehension strategies that are important when reading independently.” UKLA

At Birley Spa we start with strong phonics teaching in the Early Years, carefully matching reading books and the books they take home to the sounds/tricky words children have been taught to enable them to practise applying these independently. Children are also explicitly taught how to apply this to develop their fluency and comprehension skills. This together with a rich diet of high quality and engaging texts in both English lessons and the daily read aloud session gives our children a great start to their reading career.

This continues into Key Stage One and into Key Stage Two.

We recognise the importance of developing all strands of reading to enable children to discern information, draw conclusions and enjoy or gain knowledge from what they read.



Please see our Teaching of Reading policy for in depth explanation of how reading is implemented and assessed for impact.