



Reading at Stanley Crook Primary School looks like...

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Developing an ethos and an environment that excites, enthuses, inspires and values

- Establish reading provision in each Team which is easily accessible to all, and **raises pupil engagement**
- Book areas and classroom displays reflect a wide range of texts and information about books **to establish and promote a positive ethos around reading for pleasure and independent reading**
- Develop a school library to develop a centralised whole-school environment for reading, which **inspires and excites**
- A variety of genres and formats of books are chosen in curriculum planning to ensure **children experience a full and rich range of reading**
- Increase opportunities for **children to select, share and recommend texts**, through establishing guided reading, whole class comprehension, 1:1 reading practice and reading for pleasure, along with engaging classroom displays to **raise the profile of literature** within day-to-day learning



High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter.

- Books to be selected with powerful stories and engaging texts to **stir ideas and feelings and excite pupils' interest and imagination**
- Texts to take many forms (poetry, picture books, information texts, chapter books, modern stories or famous classics) **to wider pupil's experience of literature**
- **Pupil engagement will be meaningful** and enhanced through access to a wide range of quality texts
- Selected texts and planning will **provide opportunity for sustained study, depth of learning and real writing experiences**
- Texts to focus on **enhancing pupil engagement and provide opportunity for reflection and response**
- **Sustained study of a text, independent reading and a wide range of titles** will form the basis of a wider reading curriculum in school



A read aloud programme

- Teachers will **provide regular and frequent opportunities within the school day for children to read aloud**
- Reading aloud will be **modelled in each Team, with a focus on expression, intonation, tunes and patterns**
- Teams will become a 'community of readers' through **reading aloud well-chosen texts and sharing in experiences of a wider range of books**
- A wide range of **opportunities for reading aloud will be prioritised, established and planned for across the school** (1:1 reading, guided reading, whole-class comprehension, CLPE planning etc.)



Teachers who are knowledgeable about children's literature

- Establish a whole-school strategic programme of staff CPD to **impact teaching practice** (book choices and planning) and **enhance pupil outcomes in reading**

Planning for talking about books and stories and providing structures within which to do this

- Opportunities for **children to frequently and regularly discuss books** to help the class as a whole to reach **shared understanding** of ideas and issues
- Rich text choices are to be at the heart of the curriculum to allow **children to meaningfully engage, share preferences, make personal connections and ask questions**
- Plan **opportunities for reflection and response** within whole-class, small group and independent activities (Whole-Class comprehension, guided reading and 1:1 reading)
- Reading sessions to focus on **developing confidence in unknown vocabulary, inferring and deducing ideas beyond the text and linking ideas and themes across texts**



Understanding the importance of illustration in reading both in terms of creating a text and responding to a text

- Provide texts which **develop pupil understanding of illustrations and pictures** to create meaning for the reader
- Teaching to provide regular opportunity (discrete ½ termly sessions) for coverage of **non-text, visual literacy** activities
- Drawing to be utilised to **reflect and deepen pupil understanding** of a range of texts (e.g. imaginary worlds and characters) and to use this to **plan and compose ideas for their own writing**
- Age-appropriate picture books to be used as part of wider access to texts to **develop inference and critical thinking skills**



Use drama and role-play to help children to understand and access texts

- Utilise CLPE planning and guided reading sessions to create **opportunities for children to put themselves into a particular characters** shoes and imagine how things would look from their point of view
- Drama and role-play to support **children to deepen their understanding and imagining of characters and events** so that they can extend this understanding to their reading and writing
- Small world and/ or puppets/ story props used to **revisit, recount, re-enact and interpret a text**
- Oral rehearsal to enable children to assume **authentic voice** with different characters within texts (e.g. writing for information, instruction, storytelling, recount, persuasion, debate and discussion)



Using literature beyond the literacy lesson – cross-curricular planning with quality literature as the starting point

- Where appropriate, high-quality, stimulating texts (which represent children's interests) are to be used to link other subjects to **develop, explore and extend their thinking around key topics and themes**
- Texts to be used to support authentic cross-curricular links that **enable children to meet vocabulary in different contexts**

Working with authors/ illustrators to understand the process of creating books

- Author/ illustrator visits planned as part of wider curriculum planning to provide children with **direct and inspiring experiences on process of drafting, editing and redrafting**
- Author/ illustrator be used to further **develop reading and writing engagement**



Creating a community of readers with opportunities to share responses and opinions

- Whole-school reading events to be planned to develop a culture of formal and informal book groups throughout the community, **to promote engagement in reading, wider discussion skills and inferential understanding**
- **Raise engagement of parents/ families** through book groups, book shops/ swaps, displays, reading competitions, reading volunteers and book related fund raising.
- Utilise school 'wellbeing area' to support **establishing community of readers and wider pupil wellbeing**

