



Reading and Early Reading Vision



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Vision

To ignite imagination and foster a lifelong passion for reading through exposure to a wide range of quality children's literature. As reading is pivotal to accessing all subjects, our vision is for our pupils to leave primary school with a deepened ability to read confidently at a high standard, with fluency and understanding.

In early reading we believe that all our children can become fluent readers and writers. This is why we teach early reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.



Reading and Early Reading Subject Specific Intent

Innovation

Reading provision at Langney Primary Academy is a result of the latest research and continuous reflection. Over time, an innovative approach to whole-class teaching of Reading Comprehension has been developed and as a result of carefully staged updates, it is consistently embedded.

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Being A Centre Of Excellence In All Disciplines

Bespoke to Langney Primary Academy, lessons place emphasis on whole-class collaborative reading strategies, book talk, fluency, vocabulary, comprehension as well as skimming and scanning techniques.

Technology assisted strategies support learning in Reading. 'Boom Reader' is the whole-school reading programme that ensures a progressive home / school online reading world. Investment in technology assisted interventions, such as Lexia, are also used. NGRT (New Group Reading Test) is used as a reference tool for teachers in their assessments.

In addition, the Reading curriculum places emphasis on attaining high standards and achieving good progress from individual pupils' starting points. The Primary National Curriculum is used to ensure a clear progression of reading skills and end of year expectations; placing emphasis on developing competence in the word reading and comprehension dimensions of reading. Sound teacher subject knowledge promotes depth of learning through effective and regular continuing professional development.

In early reading, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme. Little Wandle is a highly regarded, research based, programme that brings together a systematic phonic progression, reading practice sessions and reading for pleasure. The school has invested in high quality books that closely follow the scheme and support the children's reading both in phonics lessons as well as in the wider curriculum and importantly at home.



Reading and Early Reading Subject Specific Intent

Talent Discovery Of Pupils

Talented readers are identified and given the opportunity to showcase their skills and flair for reading aloud in front of an audience during special assemblies and events.

A Balance Between Excellence (Standards) And Enjoyment

There is strong evidence linking Reading for Pleasure and educational outcomes. At Langney Primary Academy, we know that academic attainment is of vital importance, but are equally aware that the benefits of reading for pleasure go beyond this and stretch throughout a person's life. To support reading for pleasure, classes have a weekly lesson which focuses on 'book talk' and deepening their love of reading. The Reading curriculum at Langney Primary Academy therefore places emphasis on both fostering an enjoyment for reading as well as achieving high standards as measured by end of key stage national assessments.

To promote a lifelong love of reading and literacy learning, careful selection of high quality children's literature is at the heart of the school's curriculum design. With support from our school librarian, rich and informative texts are reviewed annually and form the basis for cross-curricular learning across subjects in each year group (Nursery to Year 6). High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter are used. Books that children will want to re-read and savour are chosen and can take many forms - poetry, picture books, information books, chapter books, modern stories or famous classics.



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Raising Aspirations & Life Chances

The quality of a child's early reading experiences is vital for their future success. The school is fully aware of its role in ensuring high-quality early education in Reading. Right from Nursery age, emphasis is placed on enriching our pupils' language and communication environment. This continues throughout Key Stages 1 and 2 where emphasis is placed on the development of vocabulary and the adventurous and exciting choices that the pupils are challenged to use.

Langney Primary Academy places importance in having a range of quality children's literature independently accessible to children at all ages and levels. Ultimately, with the fact that good reading skills are central to accessing all curriculum areas, Langney believes that high quality teaching of reading is core to enabling pupils to confidently tackle their learning in every field and is thus a key contributor to raising aspirations and lifelong career potential.

Health & Wellbeing

We want pupils to read fluently and confidently in order for them to develop emotionally, intellectually, culturally, socially and spiritually. Reading enables our children to build their knowledge and develop critical thinking skills. All of these skills are essential in helping our pupils to participate fully in society. Engaging with a variety of texts can help a child to self soothe or escape by identifying with characters and situations or by connecting with a particular emotion conveyed. This can be crucial for good mental health. The ability to disseminate factual information for oneself is also important as one passes through life's journey of growth, particularly through adolescence.