



At Blakeley Heath we have a clear, consistent, whole school approach to reading. We believe competence in reading is the key to lifelong learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

At Blakeley we teach reading through a blend of focussed phonics sessions, whole class reading sessions, individual reading, shared reading across the curriculum and opportunities to read or be read to for pleasure. In Reception and year 1 the children receive daily phonics sessions focussing on the decoding aspect of reading. Verbal comprehension and enjoyment are fostered through regular shared reading opportunities. As children become more able and confident readers in Key Stage 1 and 2, whole class reading is timetabled for 30 minutes daily with all children having adult input during this time. These sessions are opportunities to teach and practise the full range of reading strategies including phonic and grammatical knowledge, word recognition, graphic and contextual knowledge, that children need to become happy and confident readers. Children and adults will discuss books with reference to author, illustrator, genre, theme and characters, and express personal responses with increasing fluency. Adults ask differentiated questions and use these to help to track children's progress against age related expectations.

From Reception children will individual reading is also part of our weekly reading provision. Children begin with textless books in order to develop an understanding of books e.g. page turning etc. If children are at a pre-blending stage then books with high repetition or use of picture clues are shared. Once a child has letter knowledge and is beginning to blend sounds to form words then a wide selection of phonically decodable reading books are implemented (based on assessment of child's knowledge of sounds). After children gain confidence at the decoding aspect of reading we supplement our reading scheme books with a variety of other books chosen for enjoyment and challenge. Children in EYFS and key stage one also have access to bug club at home.

For children from year 3 and more able readers in key stage one we also implement Accelerated Reader. Children initially complete a reading quiz which assess their reading ability and provides them with a reading range. After every book completed the children complete a comprehension test. Parents are encouraged to sign up to receive emails informing them of their child's results and progress. Teachers are provided with a weekly report outlining those children who need support with understanding texts read.

Half termly fluency assessments are completed with children from year 1 to year 6, and those in reception who are confident to access the assessment. This information as well as standardised tests and formative assessment from reading sessions is used to indicate how often a child will be heard by an adult in school, with all children being heard at least once a week and many daily.

Alongside daily reading sessions our timetable also includes two additional twenty minutes for the teaching of reading which focuses on reading skills and/or book talk. To ensure a range of skills are covered years 1 to 6 implement VIPERS (vocabulary, inference, prediction, explanation, retrieval, summarise and sequence).

Classes will also have a book which is read purely for pleasure. Sometimes this may be a different story every day, at other times it can be one text which is read over a longer period of time.

Good quality books are also shared through assemblies, author visits, focus weeks etc. Book fairs and fundraisers are implemented throughout the year in order to purchase books to ensure children have a wide range of interesting and appropriate texts to choose from.