

Windy Arbor's Reading Vision

To ensure that all children become confident, fluent readers.

We will provide a language rich environment supported through a diverse reading curriculum.

Our curriculum enables us to aim high, to be inquisitive, independent, resilient, creative, collaborative to encourage respect and build a sense of community.

Skills builder is an essential part of our curriculum and we enable children to take on these roles throughout the curriculum by taking an active part in events throughout the year.

Children leave Windy Arbor empowered as a leader of their own learning and prepared for life's future challenges.

Staff have an explicit, common understanding of reading foci and a clear understanding of the reading processes throughout the reading curriculum.

- *Explicit staff training sharing vision and reading strategies.*
- *Sustaining and developing the teaching of reading strategies.*
- *Staff training to be bespoke to teacher need across school.*

High Quality Texts—A Diverse Reading Curriculum

- *Themed texts to develop reading across the curriculum.*
- *Literature texts*
- *Reading for Pleasure texts*
- *Beyond the limit texts*
- *Windy Arbor's Book Spine that shows progression and a wide range of texts throughout the school.*



"Start children out with complex texts that they cannot read successfully, then teach them to read those texts well."

Timothy Shanahan

Time is devoted to Reading

- *Structured, timetabled opportunity for reading, threading through the curriculum.*
- *Reading is taught through a variety of approaches, including: Reading practice, Shared reading, Independent Reading, 1:1 reading and Reading for Pleasure.*

Key Reading Foci

- *The key Reading strategies will be taught throughout all outlets of reading, explicitly being taught in Shared and Reading practice. ((Prediction, Summarising, Retrieval, Inference, Comparing, Vocabulary, Effect on Reader, Themes)*
- ***Shared Reading:** This is a strategy that is used to teach the whole class reading. Reading strategies are explicitly taught then responsibility is gradually released to the children through independent or group tasks.*
- ***Reading Practice:** Is used to teach different groups and time is given to children to independently practice decoding, fluency, prosody and comprehension within the KS1 and EYFS settings.*
- ***Independent Reading/Reading for Pleasure:** This is scheduled twice a week, this time is precious and must be an opportunity where children read and relax a book of their choice.*
- ***Home Reading:** Changed daily or weekly and the children will be heard by the Teacher or the TA.*

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Time is devoted to teach Vocabulary and Language

- *We teach where words come from and how they are spelled and how they are used. (Morphology and Etymology)*
- *Vocabulary teaching is developed in context through stories, poems and non-fiction.*
- *Vocabulary is explicitly taught, and exposure to a new word occurs everyday.*

Reading is expertly woven through our Creative Curriculum

- *Windy Arbor book spine has been enhanced with books that innovate the creative curriculum.*
- *All members of staff are responsible for this and ensure that key texts are used to provide purposeful reading and learning experiences.*



Children are immersed in reading journeys through high quality texts whilst the dialogic talk, philosophy and teaching of reading and new knowledge continue to create rich reading and learning experiences.

Reading is shared with our Parents, Community and beyond!

- *We hold Parent Workshops to support their understanding of supporting their child to read.*
- *Parent's are invited in to 'Share a Story' with their children.*
- *Members of the Community provide story telling sessions to the children throughout the year.*
- *We use our Dojo platform to share new books from our class or letterbox events.*

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EYFS

- *Quality First Teaching*
- *Language rich environment*
- *Stimulating, social learning opportunities*
- *High quality, well chosen texts, read and re-read.*
- *High quality Oracy*
- *Early, vigorous phonics teaching*

KS1

- *Quality First Teaching*
- *High quality, systematic phonics teaching applied to Reading and Writing*
- *Fluency in Reading is a high priority in phonics and reading practice sessions.*
- *Rapid intervention for anyone falling behind.*
- *High Quality texts read and re-read.*
- *Reading foci taught explicitly and opportunity for children to practice this independently.*
- *Vocabulary is taught daily and children are taught the love of words and Tier 2 and 3 vocabulary is focused upon.*



KS2

Children should be prepared for the challenges of the KS2 Curriculum

- *Quality First Teaching*
- *The teaching of Reading bridges the link to the teaching of Writing supporting learners in developing writing flair.*
- *Any child who did not pass the PSC has highly skilled phonics teaching to catch up.*
- *Rapid interventions are provided for anyone falling behind.*
- *Reading foci are taught explicitly and independence to develop foci, leading their own learning.*
- *Readers in KS2 will have developed stamina in reading.*