**SUBJECT ON A PAGE**

**Reading At Dogsthorpe Infant School, we believe that Reading is an essential life skill**

**We are developing our reading scheme and whole class/guided/fluency sessions.**

**Intent – We aim to…**

Develop a consistent approach to reading teaching to close any gaps and to target the highest number of children attaining the expected standard or higher.

Ensure reading is a transferable skill and that children are reading across the wider curriculum.

Give the children lots of opportunities to read for pleasure. Build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents.

Provide children with the necessary life-long skills to ensure they can read confidently and with a secure understanding.

Cultivate a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.

**Implementation – How do we achieve our aims?**

**Wider curriculum and/or**

**home learning**

We use Class Dojo as a home learning platform where pupils and parents will continue to learn outside of school and use their personal portfolio to upload photos of completed tasks. Videos are added to give parents ideas of questions (VIPERs) and skills.

**Organisation**

We understand that reading is key to academic success. By putting reading at the core of our curriculum, we are instilling in children an understanding that reading is a transferable skill that will benefit them in all subjects. We ensure that children read within & outside of reading lessons, where they can read for a range of purposes: Reading for Practice, Reading for Meaning & Reading for Pleasure. These are our key concepts.

**Resources**

We use Monster Phonics, which uses colourful characters to teach the children to read. In EYFS, Year 1 and the less able in Year 2, Monster Phonics books are used to ensure books are phonetically matched to the children’s levels. As they move past Turquoise, books from different schemes are used to develop skills. Adults are given a booklet which ensures that reading journals use the same codes, strategies to teach word reading and VIPERs.

**Impact – What will we see?**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently. Children will be using different strategies to read with enjoyment. Staff enthusiastically share texts and show themselves as readers; and parents/visitors are encouraged to actively support us. Children read in other subject areas and as a result their skills are enhanced & understanding of the world increased.