

# Muschamp Primary School: Reading overview.

## Joy, fluency and comprehension

What we do:	Rationale:	How we do it:	What it looks like:
<b>Phonics</b>	Systematic synthetic phonics approach designed so that children rapidly acquire the skills to be fluent independent readers and writers.	Essential Letters and Sounds SSP used in Reception and Year One for daily phonics sessions. ELS resources used in phonics lessons and interventions from Year 2 upwards.	Nursery - Phase 1 - introduction to Phase 2 in Summer term Reception - Phase 2,3 and 4 daily Year 1 - Phase 5 daily Year 2 - Weekly spelling sessions (x3) begin with 10 minutes phonics input Year 3 - ELS Progress interventions
<b>Whole class reading</b>	Whole-class reading offers the benefits of increased exposure to challenging texts, increased time for deeper exploration of texts-developing both vocabulary acquisition and comprehension, a time to practise tone and expression and the opportunity for class discussions to practise oracy skills.	Children are taught to use the 8 reading strategies. Children understand and use VIPERS to talk about the reading skills they use.	Adult led whole class reading includes echo reading, buddy reading, choral reading and shared reading in English and across the curriculum.
<b>Book corners</b>	A well thought out and welcoming book corner plays a key part in developing a reading for pleasure culture within our school, enticing children in and sparking their imagination so that they develop a positive attitude and joy towards reading.	Book corner guidance sheet	Each class has a cosy, welcoming book corner, with enticing books to interest every child. Books are chosen with care with regard to interest, text quality and the diversity of our community.
<b>Reading for pleasure</b>	R4P gives children joy and contributes towards a lifelong love of reading. It allows children to use their imagination, to explore new ideas, visit new places and meet new characters in their minds. Reading for pleasure also improves children's well-being and empathy. It helps them to understand their own identity, and gives them an insight into the world and the views of others.	R4P guidance sheet	Adults reading books aloud daily Timetabled R4P opportunities. Regular fortnightly visits to Reading Forest

<b>Home reading</b>	Learning to read is about listening and understanding as well as working out what is printed on the page. Reading with a trusted adult at home helps confidence, builds vocabulary and improves a child's understanding.	Decodable reading books. Banded books Key skills questions	Children have a reading diary and carefully matched books to read at home. Each band is matched to key skills questions that are used to support comprehension.
<b>Community links and enrichment opportunities</b>	Creating links between home and school shows children the importance of valuing reading outside of the education setting, and how reading can give joy and open up the world around us.	Regular communication with families. Author/poet visits Participating in national book based events Contact with local libraries	Book fairs Free cycle events Monthly recommended reads Mini free library Book Week, World Poetry day, Roald Dahl day Library visits and regular sign up opportunities.
<b>E-book library</b>	Children experience interactive ebooks to complement their paper books. These books enable children to share more books at home and at school.	Subscription to ELS ebook library and Oxford Reading Buddy.	Children in Reception and Year 1 get an ebook library login to access chosen books at home - Oxford Owl Children in Year 1 - 6 get an ebook library login to access chosen books at home - Oxford Reading Buddy.