

Intent	<p>At Parc Eglos, we aspire to ensure that we have sparked a light for children in reading. We are passionate that every child leaves a confident, fluent and enthusiastic reader, having developed their own unique tastes and preferences and for whom reading is an inherent part of their learning and their life beyond school - today and for the world of tomorrow. To achieve this, children need a solid foundation in phonics and to be immersed in quality texts, drawn from diverse genres, text types and cultures, and story-telling from an early age right through to Year 6. We want children to understand the potential of words to ‘make you think, dream and ask questions’ and to develop and deepen their understanding of the diverse world around them and their place in it as Cornish and global citizens. By highlighting the power of words, we make creative links between reading, writing and oracy so that the language children are exposed to in reading enriches their work in the wider curriculum.</p>				
	Underpinned by	<p><b>High Expectations (Aspirational)</b></p>	<p><b>Collaboration</b></p>	<p><b>Fluency</b></p>	<p><b>Modelling</b></p>
Implementation		<p>All children are expected to succeed and make progress from their starting points.</p>	<p>Throughout school learning to read and developing a passion for reading is seen as a partnership between pupils, parents/carers and all members of staff.</p>	<p>Children apply English skills with ease throughout all of the curriculum.</p>	<p>Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.</p>
	<p><b>Phonics</b> We teach phonics through the Little Wandle synthetic phonics programme. It is a systematic, fast paced approach to teaching phonics. Our robust assessments ensure the children read decodable books that match their phonics level.</p>	<p><b>Cross Curricular</b> Reading and writing is at the heart of our curriculum, ensuring that skills taught in reading lessons are applied in other subjects. Quality books/texts are used as an integral part of our learning in other curricular areas and both classroom bookshelves, class topic book baskets and our school library give children access to high quality non-fiction books.</p>	<p><b>Class texts</b> Children in every year group are exposed to a selection of high quality texts, both as whole class readers and as within whole class reading comprehension sessions. These texts have are taken from a range of genres/text types and reflect local culture and global diversity.</p>	<p><b>Reading for Pleasure</b> Staff read to the children modelling the excitement and expression that story-telling brings. All children are given a ‘Recommended Reads’ list (in different formats) and books from their year group reading list are accessible to children in their classroom. We encourage our children to use our school library and to visit the local library - organising whole class visits. Children are encouraged to talk about their reading and share recommendations to others. A designated reading area (including a class reading tree), promotes a love of books. Our Reading Champion ensures that the books in our library reflect the interests and author preferences of the children in school whilst also introducing children to new authors/texts. Senior and Junior Librarians are ambassadors for reading, supporting our Reading Champion in developing the library and promoting reading around the school.</p>	<p><b>Vipers/Paw some Gang</b> Teachers model using the different reading domains to make sense of texts at all levels. These domains are - vocabulary, inference, prediction, explanation, retrieval, sequencing/summarising. The Vipers/Pawsome Gang are the approaches used in KS1/KS2 in order to ensure a consistent approach to teaching these reading domains across the school.</p>
<p><b>Vocabulary</b> In order to help children develop a growing wider vocabulary, teachers model an interest in words and their meanings, engaging in conversations with children around vocabulary from their class and individual texts. Children are encouraged to be alive to new words in their reading and to collect new vocabulary into their ‘Writer’s Notebooks’.</p>	<p><b>Wider Community</b> We celebrate World Book Day throughout the school, making it a weeklong event. We work in partnership with parents to model and share good practice around developing reading. School ‘Book Fairs’ and used books sales encourage parents to support our love of books and book swaps (organised as part of our ‘World Book Day’ celebrations) enable all children to have a wider variety of books at home and to experience new authors. Visits to our local library enable children to learn how they might access books outside of school.</p>				

	<b>Pupil Voice</b>	<b>Evidence in Knowledge</b>	<b>Evidence in Skills</b>	<b>Outcomes</b>
<b>Impact</b>	Through discussion and feedback, children talk enthusiastically about reading and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.	Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.	Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.	At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.