



# OUR READING OFFER

***'Teaching children to become confident and competent readers is surely the most important thing that primary school teachers do; it quite literally changes lives.'***

**Aidan Chambers**

We know that books and stories provide our children with the background knowledge and vocabulary they need in order to access the curriculum. Cognitive Science tells us that the more we know about something the more we are able to understand new. Without foundational knowledge, we cannot reason or problem-solve. These are skills which are extremely important to our children, to ensure they are able to compete nationally with their peers.

Our reading offer at Markland Hill is delivered through three key areas:

## **1 • Teaching reading**

This is delivered through high-quality **phonic** lessons and the use of engaging and stimulating reading books which are closely matched to the children's phonic knowledge. This builds to the development of reading fluency and comprehension. This is explicitly taught through daily whole-class reading lessons. The systematic, synthetic phonics scheme we use is **ELS**. Half termly assessments in phonics ensure children who may be struggling get timely intervention to ensure they 'keep up'.

We ensure our **comprehension lessons** enable children to deepen their understanding and interrogate texts. High quality texts are carefully mapped across the year and over the years. There are also opportunities for regular **one-to-one** reading sessions. All children are provided with a levelled reading book. We ensure that texts are phonetically decodable for pupils and matched to their reading age. Staff and parents celebrate success in the reading diaries.

## **2 • Cross-curricular reading within the wider curriculum**

Texts are used to inform the children across the curriculum. Subject leaders work with class teachers to ensure there are a variety of texts peppered through the curriculum contributing to our reading culture.

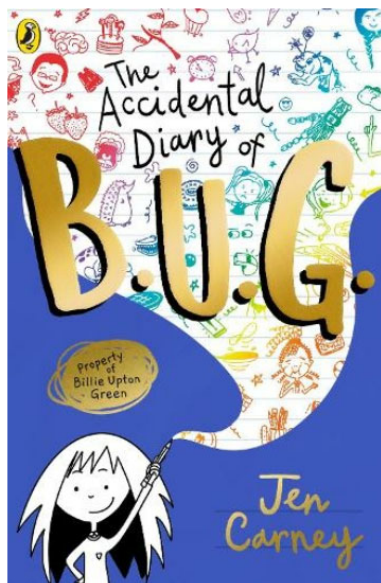
## **3 • Reading for pleasure**

Our school library is well stocked with high-quality texts. Leaders spend time ensuring that the library provides access to a wide and varied range of literature. We know this is crucial to informing and shaping our children's knowledge and understanding



of language. Children also take a library book home at least once a week, to read alone, or with a parent/ guardian. We see this as a very important part of our reading offer as it encourages both parental engagement and reading for pleasure.

We also invite authors in to enthuse and engage children- most recently Jane Carney visited key stage 2 the author of 'The Accidental Diary of B.U.G'.



Many thanks for having me in school today. I had a fantastic time. The children were so lovely, and it's obvious that reading for pleasure is a priority at Markland Hill - which is gorgeous to see.  
I know Diane is delighted with the amazing book sales - so thanks for organising those as well.  
Please find attached my invoice.  
With very best wishes, Jen Carney

Another important aspect of our reading for pleasure offer is the daily class novel which is often linked to English tasks.

We believe that sharing books and reading aloud is vital. It enables all learners to become part of our community of readers whilst being exposed to language and stories they may not be able to access independently.

We know that most of our children see us as their prime role models when it comes to reading.

Staff, librarians and pupils make recommendations, introduce new authors, genres and broaden the range of what the children would normally read. Children are actively encouraged to talk to staff, and each other, about what they are currently reading. Recommendations are key to developing literary tastes and preferences; the foundations of reading for pleasure.

At Markland Hill we have reading ambassadors and librarians. These are enthusiastic readers themselves who lead by example and promote a reading culture within school; listening to children read, recommending books and taking responsibility for the running of the school library.

## EYFS

Daily phonics sessions

Story shared every day

1:1 reading

A weekly 'Secret reader' to share a story

## DAILY READING IN KS1

Daily phonics sessions in year 1

WEEK 1 Guided Reading and Reading text

WEEK 2 Guided Reading and reading mats

WEEK 3 1:1 reading Comment in Reading Diary

WEEK 4 1:1 reading Comment in Reading Diary

A weekly library session is also added into this structure

We recognise that developing reading skills is vital therefore those pupils who need support read with the teacher/ Teaching assistant 3 times a week.

Week 1 - Focussed reading comprehension – text based Fiction Poetry Non-fiction. May be the class novel



## Impact

|             |                |               |  |
|-------------|----------------|---------------|--|
|             | Expected level | Greater depth |  |
| Phonics     | 93% (Nat 67%)  |               |  |
| Key stage 1 | 91% (Nat 68%)  | 33% (Nat 19%) |  |
| Key stage 2 | 80% (Nat 73%)  | 53% (Nat 29%) |  |