



Rationale and National Curriculum links to subject **EYFS**

Subject Overview

Reading is a fundamental skill that underpins success in all areas of the curriculum. It is essential for children to develop a lifelong love of reading, which is cultivated through exposure to a wide range of texts and engaging reading experiences.

Aims and Objectives

The primary aim of our reading program is to instill a love of reading in every child. We strive to develop fluent readers who can comprehend texts with ease and apply their reading skills to a variety of contexts. To achieve this, we will:

- Develop children's language comprehension skills through rich oral language experiences.
- Teach children effective decoding and word recognition strategies.
- Encourage children to read widely and independently.
- Foster a positive and supportive reading environment.

Progression of Knowledge and Skills

Our reading program is designed to build upon children's prior knowledge and skills. As children progress through the program, they will develop their ability to:

- Understand and respond to a range of texts, including stories, poems, and non-fiction.
- Decode unfamiliar words accurately and fluently.
- Comprehend texts at increasing levels of complexity.
- Use reading strategies to support their understanding.
- Apply their reading skills to other curriculum areas.



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Teaching and Learning Approaches

We employ a variety of teaching and learning approaches to ensure that all children have opportunities to succeed. These approaches include:

Shared reading: Teachers model fluent reading and comprehension strategies.

Guided reading: Small groups of children read texts at their instructional level with teacher support.

Independent reading: Children read independently, choosing books that interest them.

Phonics instruction: Systematic teaching of letter-sound correspondences and decoding skills.

Vocabulary development: Explicit instruction in word meanings and word relationships.

Comprehension strategies: Teaching children how to use strategies such as predicting, questioning, visualizing, and summarizing.



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Rationale and National Curriculum links to subject **KS1 And KS2**

Subject Overview

The programmes of study for reading at key stages 1 and 2 are built upon two core dimensions: word reading and comprehension. These dimensions are interconnected and essential for developing proficient readers.

Aims and Objectives

The primary aim of reading instruction is to equip pupils with the skills and knowledge necessary to become confident, fluent, and engaged readers. This involves:

Developing strong word reading skills: This includes the ability to decode unfamiliar words and recognize familiar words quickly and accurately.

Cultivating comprehension skills: This encompasses understanding the meaning of texts, both spoken and written, by drawing on linguistic knowledge and world knowledge.

Fostering a love of reading: This involves encouraging pupils to read widely and often, both for pleasure and to gain knowledge.

Progression of Knowledge and Skills

As pupils progress through key stages 1 and 2, their reading skills should develop significantly. They should move from being emergent readers to becoming fluent and independent readers. This progression involves:

Phonics instruction: In the early stages of reading, phonics instruction is crucial for developing decoding skills.

Vocabulary development: Exposure to a wide range of texts, both fiction and non-fiction, helps to expand pupils' vocabulary.

Comprehension strategies: Pupils should be taught to use a variety of comprehension strategies, such as predicting, questioning, visualizing, and summarizing.

Fluency: Fluent reading involves reading smoothly and accurately, with appropriate phrasing and intonation.



Rationale and National Curriculum links to subject **KS1 And KS2**



Teaching and Learning Approaches

Effective teaching and learning approaches for reading include:

High-quality text: Providing pupils with access to a rich and varied selection of texts.

Shared reading: Engaging in shared reading experiences to model fluent reading and comprehension strategies.

Guided reading: Providing opportunities for small-group guided reading to support pupils' individual needs.

Independent reading: Encouraging pupils to read independently, both in and out of school.

Discussion: Fostering discussions about texts to deepen understanding and encourage critical thinking.



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