**Reading At Meadowcroft**

Reading is one of the most important skills your child will learn during their time at school. Reading, listening to and talking about stories and non-fiction develops children’s vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension and also for wider learning and progress across the entire curriculum.

We recognise that being able to read is a key skill for life for all children and we believe that every child can learn to read with the right teaching and support.

**Our aim is that every child leaves Meadowcroft School a confident, fluent reader who loves reading.**

We are currently working with Outwood English Hub and have received support from the English lead within OFG.

One to one reading occurs in every class within primary and lower secondary. During the reading sessions, there is an emphasis on vocabulary, the retrieval of facts and inference. Novels are used to teach reading as well as a range of non-fiction texts. These texts are carefully chosen to ensure that there is progression and challenge across the school.

At Meadowcroft, we aim to develop a love of reading, children are encouraged to read for pleasure at home and school. We understand the needs of our children often mean teachers read a variety of high-quality texts to the children on a regular basis.

We currently use Rhino Readers and Project x schemes to meet the interests and individual need of each child.

**Meadowcroft Reading Strategy.**

We have developed a reading offer to aim to ensure that every child becomes a fluent, confident and enthusiastic reader with opportunities to read, discuss and listen to stories. As a school we offer the following:

1. **Daily Phonics Lesson (x4 a week)**Using Twinkl phonics session
2. **Reading set session**

Daily reading with an adult, reading book aligned to phonics scheme

VIPERS for KS2

1. **Children Read to Daily**

Teachers read everyday for a minimum of 10 minutes, this will be a book children would be unable to read independently

1. **Reading For Pleasure**Mini Libraries in each class of quality books to engage emotions; be diverse; show different perspectives; include favourites from previous years so all children can access.
2. **Independent Reading Time**During ILP time – reading for pleasure book
3. **Reading Records**Completed in school to show the children the progress they are making
4. **Promote a Love of Reading**Teachers model a love of reading and are excited about books  
   A wide range of authors and genres are discussed  
   Opportunities to share books, opinions and authors
5. **Reading At Home**

Encouraged to read for pleasure at home

1. **Reading Every Lesson**Teaching sequences linked to quality texts and novels  
   Reading and integration of texts incorporated where possible into all lessons

Quality modelling and engaging with texts as a Historian, a Geographer, a Scientists etc

1. **Storytelling**Opportunities for children to listen to, act out and discuss stories  
   Opportunities for children to tell stories  
   Stories read by teachers, adults, authors, visitors (including audio books and Author Zooms)

**Some children may require some additional support with reading. This is achieved by:**

* Discrete level 1 recapping during daily activities
* Additional phonic work
* Blanks level questioning

**Phonics and Early Reading**

At Meadowcroft (The lodge) we follow the Twinkl scheme of phonics. The AHT is the phonics leader. Each child accesses a phonic session 4 times a week. We follow the scheme and the teaching sequence of revisit/ review – teach – practise – apply - assess. For those children who are ready they access a balance of both phonic and spelling punctuation and grammar (SPAG) lessons based on their individual needs and attainment.

We begin with a strong baseline to ensure children are placed in the right groupings. We complete a level 1 assessment for each new child. Children are taught through streamed groups, based on regular assessments so that children’s learning needs are accurately matched to the provision. Small phonic sessions or interventions are delivered by the teaching assistants and overseen by the class teacher.

Sessions are lively, fast-paced, and fun. In a session, children are taught either phonemes/ digraphs/ trigraphs, high frequency and/or tricky words and these are consolidated through reading and writing. There are lots of opportunities to speak and listen, as well as to read and write the sounds.

Children will continue the phonics programme if they have not completed it into their secondary education.