

**A good command of reading is fundamental to children's learning and development across all areas of the curriculum and in preparing children for secondary school and life in the wider world. At Ardleigh St. Mary's, we believe it is our duty to ensure that all children have the right to leave our school as fluent, confident, passionate readers.**

**To this end, the teaching of this pivotal skill is embedded in everything that we do; from initial letter sounds and comprehension of a variety of text types, all the way to looking closely at the author's use of language for effect and using a range of non-fiction sources for research. At the heart of this, though, is the nurturing of an intrinsic motivation to read, amongst our children, as something to be enjoyed and not just something we do when we are told to.**

**To enable children to fulfil their reading potential, at Ardleigh St. Mary's we use a range of techniques, which include:**

#### **Picture books and phonic sounds**

**To help our emergent readers, we start with picture books to engage children in the joy of reading and to develop a sense of sequencing and story language skills. In class, we follow the Letters and Sounds phonics programme to develop children's initial reading; listening to sounds, rhyming (in songs) and clapping syllables, through to learning the specific letters and sounds that help build words. When reading books, questioning children on what is happening and using the pictures as clues as to what the words might be saying, all help develop reading further and provide children with a valuable set of 'reading tools' that they can then independently use when reading.**

#### **Reading books**

**As children progress with their phonic knowledge, they are given carefully selected books, to read in school and at home, that match the individual child's rate of progress. In addition, to aid comprehension and fluency, the children are also guided towards making their own choice of reading book from our coloured book band system. As they move up through the school, the children are given an increasing amount of freedom to choose the books they read and are encouraged to explore a wide range of styles and authors, aided by broader book bands that signpost the children towards books aimed at their age group. In every class, children are given the opportunity to enjoy sustained, uninterrupted periods of reading throughout the week.**

#### **Love to Read**

**Linked to our Cornerstones curriculum topics, each class has a 'class reader' - a book that is read to the class and used for whole-class comprehension practise. These are often challenging texts designed to broaden the spoken and written vocabulary of the children and to help them imagine a world beyond their own. Prior to beginning the book, a range of activities are planned to allow the children to 'tune in' to the context and setting of the story and to further build and develop their 'reading tools'. These activities aid enjoyment and understanding of the chosen text and help mitigate the effects of the diverse range of 'cultural-capital' amongst our children.**

**While reading, teachers pause at pre-planned points of the text to question the class on and facilitate discussions about aspects of the story, including plot, characters, predictions and how the author has used specific vocabulary and styles for effect.**

### **Bookopoly**

**To help further foster an enjoyment of reading, our children take part in the ‘Bookopoly’ challenge. The challenge, based on the well known board game ‘Monopoly’, involves the children moving around the board, completing a range of tasks based on the books they are reading. The tasks encourage the children to broaden the style and genre of the books they choose, further developing their love of reading, as well as suggesting opportunities for them to reflect on and evaluate the books they have discovered.**