



Intent

At Lillington, we understand that every child's journey of becoming a confident, fluent reader is a unique, contextual and complex process which can be largely influenced by a range of social and demographic factors. Therefore, in order for our children to properly understand and comprehend themselves and the world in which they live, they must be exposed to a wide range of high-quality, thought provoking and vocabulary rich literature. This will lay both the necessary foundations for building robust levels of cultural capital, and develop their acquisition and genuine love of language and wider reading.

Implementation

Phonics

To ensure all children – irrelevant of individual needs and starting points – make immediate and accelerated progress in the development of early reading, systematic synthetic phonics is taught from Nursery. The BugClub scheme is used to explicitly teach daily phonics across Early Years and Key Stage One, and provides a superb foundation in reading. We understand the importance of parental engagement and thanks to the interactive nature of BugClub's eBooks (provided to all children from the start of Reception) and matching physical copies, every child can take ownership of their home-reading whilst parents/carers also develop a well-informed understanding of how to confidently support phonics/reading at home, in line with what is being taught at school.

Whole Class Guided Reading

All children read aloud everyday during whole class guided and shared reading lessons. To consolidate children's prior and new knowledge of authors and genres, teachers take every opportunity to identify contextual and cross-curricular links within each text whilst ensuring accurate coverage of Lillington's progression of genres policy. In each session, children are taught to develop their key reading and reviewing skills of decoding, vocabulary, inference, prediction, explanation, retrieval and summarising (VIPERS/Questioning Dogs). We recognise the importance of children developing a rich and extensive bank of vocabulary; therefore, we discreetly teach, and refer back to, new vocabulary directly linked to each text throughout every guided reading cycle. Each half-termly cycle includes two weeks of fiction, three weeks of nonfiction and one week of poetry.

Individual Reading

Teachers facilitate and monitor children's independent reading practice through the Bug Club and Accelerated Reader program. During 'Accelerated Reader Time', children are given half an hour every day to read appropriately levelled texts at their own pace, and to record and reflect upon their journey using a range of written resources. When a book is finished, each child completes a short, interactive quiz on the computer which helps develop their comprehension skills and enables teachers to track children's independent reading practice. At the end of every half term, all children complete a Star Reader quiz which assesses and monitors current reading levels, progress and key next steps and threshold points, informing subsequent interventions. This process ensures children are reading books that are of interest to them and appropriate to their reading level/ability, in order to best facilitate both ongoing and accelerated progress.

Class Readers

Across the school, at points throughout each day, every teacher understands the importance of, and makes times for, reading aloud to their class as a priority. This deliberate routine of reading for pleasure whilst regularly modeling high standards of fluency and confidence, further deepens the children's engagement, awareness and love of reading.

Impact

Thanks to the well-familiarised and highly scaffolded approach to the teaching and learning of reading at Lillington Nursery and Primary, the children know more and remember more over time with regards to the content of high-quality literature, significant authors, book talk and personal recommendations. As a result, children feel confident when reading for an audience and discussing the purposes of texts. The teaching and learning of phonics/reading is constantly adapted and tailored to every class'/child's needs, and never delivered in isolation. It is through this personalised and responsive approach, that we strive to develop our children into articulate and imaginative communicators who are well-equipped with the basic skills, knowledge and experiences needed to becoming life-long readers. We therefore take great pride in how our nurturing, engaging and inquisitive reading curriculum embeds an intrinsic value in reading that naturally creates curious minds and an ever-increasing awareness of how reading can impact on their wider life, future aspirations and achievements; they see the bigger picture!