

ADDITIONAL OPPORTUNITIES TO READ

Reading ambassadors - every primary school in our Trust has designated reading ambassadors that support the development of reading skills for their younger peers. Lunchtime reading clubs and shared reading schemes between different year groups are also utilised to develop a love of reading and an improvement in age related reading expectations.

Book club and reading challenges – every class teacher has a list of books that their pupils will read by the end of the academic year. To incentivise additional reading, rewards will be available for those pupils that challenge themselves to read even more, both in school and at home. Each school has a large selection of challenging reading books for pupils to develop additional expertise and knowledge in a given genre or topic.

Events and enrichment – below is a list of just a selection of events our schools will use to support pupils' additional opportunities to read.

World Book Day in March
Termly Newsletter to Parents
National Poetry Day in October
National Story Telling Week in January
Shakespeare Week in March

Reading Challenge
Poetry Competitions
Termly Book Raffles
Termly Book Vouchers
The Teachers' Reading Wall/Door



CARLETON PARK

JUNIOR & INFANT SCHOOL



**DE LACY
PONTEFRACT**

PRIMARY SCHOOL



HALFPENNY LANE

JUNIOR, INFANT &
NURSERY SCHOOL



LARKS HILL

JUNIOR & INFANT SCHOOL



ORCHARD HEAD

JUNIOR, INFANT &
NURSERY SCHOOL



**THE ROOKERIES
CARLETON**

JUNIOR, INFANT &
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READING STRATEGY

The ability to effectively read is fundamental to success both academically and personally. Reading is needed to master all subjects and therefore is the most important skill we teach. The link between reading and attainment is profound; in short, if you are a good reader you tend to meet and exceed age related expectations.

Reading should promote thinking and linking; we do not want our pupils to just read the lines but read between and beyond the lines!

The reading strategy we employ in all of our primary schools has the following features -

- Reading for Purpose (the texts we have to read for a reason)
- Reading for Pleasure (the texts we want to read for a reason)
- Reading for Productivity (a combination of the above to support pupils' skills and knowledge development)

Every class has a number of chosen books which link to our thematic curriculum content. These books will also be used as a stimulus for phonics, writing and dialogue to promote holistic literacy development. Every primary school in our Trust follows the same reading strategies using the same core selection of books (our literary canon). This facilitates more useful dialogue between schools regarding reading strategies and the sharing of best practice.



DAILY READING EXPECTATIONS

READING FOR PLEASURE (THEIR OWN READING BOOK)

Every pupil in our primary schools will begin their day by reading a book chosen in liaison with their teachers to inspire a love of reading. These books will be selected on the basis of the pupils' reading age and will stimulate further phonics and comprehension development. They will read either independently or with a member of staff. A resource list to support our children, including the locations of specific books in our school libraries, will be updated regularly by the English leads across the Trust.

READING FOR PURPOSE (GUIDED READING)

We intimately understand that pupils learn best when the meaning of text can be understood and explored in their own context. During this section of the school day pupils will be given a focused task which may interleave comprehension, vocabulary, fluency and inference. The quality of the selected books, articles, poems and short stories we have chosen for this learning period will have a direct impact on pupils' language development and understanding of the world around them.

READING FOR PRODUCTIVITY

It is important that pupils interrogate texts to develop mastery of subject content. We expect teachers and pupils to seek out information and formulate new ideas based upon the books they read. The production of a written piece of text in multiple formats such as posters, drawings or mind maps will validate the learning that has occurred. It is important that every pupil can develop their original thought from the texts they read and produce written evidence to support their progress and development.

