



**Impact—So What?**  
**Children love reading.**

Children talk confidently about texts that they are reading using appropriate and text specific vocabulary.

Children make links between texts and the character virtues of our school.

Children demonstrate the ability to accurately express their thoughts and feelings about a range of different texts.

**Follow a clearly sequenced progression of reading skills linked to the National Curriculum objectives.**

**Implementation—How?**

High quality teaching of reading skills and responding to texts that is appropriately to all children.

Age appropriate texts are shared and central themes are explored and links are made with children's personal experiences.

A systematic approach to teaching phonics is used consistently across the school.

In Reception and Key Stage One (and KS2 where appropriate) children are given a stage appropriate phonically decodable book and a reading for pleasure book to read at home.

Children demonstrate a command of a range of reading skills to empower them to really comprehend texts that they encounter.

**Intent—Why?**

**We want the children at Combe Martin School to 'Love Reading'**

We are committed to exposing children to a wide range of rich and diverse text, flooding them in vocabulary, language, plots, characters and information to develop their understanding of and empathy for the world in which they live.

As readers we want our children to:

- be interested in books and read for pleasure and for information
- appreciate our rich and varied literary heritage
- read confidently, fluently and with understanding
- use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and self correct independently as they read;
- be able to reflect on and evaluate their own and others' opinions thoughtfully and respectfully.
- have a suitable technical and text or genre specific vocabulary through which to understand and discuss their reading

**Our aim is that 80 to 90% of our children will achieve age related expectations and 30 to 40% will achieve greater depth.**

High quality texts are shared purely for enjoyment.  
 Time planned during the school day for children to read independently.

Formative and summative assessments of children's decoding and comprehension skills throughout the year (NFER/Reading Age/Phonics assessments/benchmarking)

Parent workshops offered to support parents in how to foster a love of reading at home with their child.

Children evaluate and share their opinions and feelings about texts and can make suitable recommendations to peers and others.

Teach children a wide range of reading skills which to analyse and comprehend a text, e.g Vocabulary, Inference, Retrieval, Prediction, Explaining, Summarising, Sequencing, Clarification.

Ensure that children are independently reading a wide range of quality texts matched to their age and ability, with support and challenge in mind.

Have high quality texts at the centre of each writing sequence to use as models and to be analysed and evaluated and as vehicles for capturing and teaching new vocabulary.

Regular whole class and group shared and guided reading opportunities.

Expectation that children should read at home at least 5 times a week and this is monitored by teachers.

Building cultural capital of all individuals through experience of a wide range of genres and texts.

Enrichment opportunities such as author visits to school and events such as World Book Day and community gatherings.

Where appropriate, regular one to one reading instruction is provided.

Children develop a good stamina for reading.

Children develop a rich and varied vocabulary.

Children develop, through exposure to rich and varied texts, a high level of empathy for a range of issues and peoples.

Outcomes at the end of each Key Stage are in line with or above our school aims.