



Watergrove Trust

Providing more

PRIMARY READING STRATEGY



watergrovetrust.co.uk

WE ARE PROUD OF OUR RICH AND DIVERSE TRUST

Our children are wonderfully talented and from a range of different backgrounds. We work together to ensure we provide more for everyone.

As a trust we want children to foster a love of reading. Children who enjoy reading and can read well by the age of 11 have the door opened to new discoveries and wider interests, to knowledge, creativity and confidence. Reading is the key to unlocking every child's full potential and opens up a world of possibilities.

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WE FOLLOW THE NATIONAL CURRICULUM

We follow the National Curriculum and tailor it to the needs of our pupils, in order to offer a rich and engaging educational experience.

English is both a subject in its own right, but is also essential across the curriculum to empower learners effectively to gain fluency in the English Language. Fluency in the English language is an essential foundation for success in all subjects. We know that spoken language, reading and writing are intricately linked and take every opportunity to make this known to our children.

Our curriculum will develop pupils' reading in all subjects to support their problem solving efficiently. Children will be taught to read fluently, understand a variety of texts and to read for pleasure. Our curriculum will promote wider reading, including setting ambitious expectations for reading at home. We do recognise some children struggle to read at home and they are our 'Priority Readers' alongside other targeted children (pupil premium, SEND, working towards).

The ability to effectively read is fundamental to success both personally and academically. A child's 'reading journey' begins with 'learning to read' and moves on into 'reading to learn'. Reading is needed to master all subjects and therefore is the most important skill we teach.

Our teachers play such an important part in introducing children to books and nurturing a lifelong love of reading. The classrooms are full of books and reading materials which pupils can browse and have the opportunity to take home should they wish to.



A young girl with light brown hair and freckles, wearing a blue school uniform, is looking towards the camera. She is holding a book titled 'The Cat in the Hat's Learning Library: Medicine'. The book cover is blue with a yellow box containing the title 'Medicine' and 'The Cat in the Hat's Learning Library'. The spine of the book is red with the title 'THE CAT IN THE HAT' in white. The background is blurred, showing other children in a classroom setting.

REGULAR AND
FREQUENT
EXPOSURE TO
LANGUAGE AIDS THE
CHILDREN'S READING

AS A TRUST, WE BELIEVE IN THE FOLLOWING:

- **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).

Our steering group is instrumental in the work we do. Every class has a number of carefully chosen books which link to their curriculum content. These books are also used as a stimulus for phonics, writing and dialogue to promote holistic Literacy development.

WE USE THE FOLLOWING READING SKILLS ACROSS THE TRUST:

- Decoding
- Retrieval
- Prediction
- Interpreting
- Organisation
- Summarising
- Choice
- Viewpoint
- Context
- Oral retelling and performance



Vocabulary is a crucial element to enabling all our pupils to access and understand a variety of texts.

Regular and frequent exposure to language aids the children's reading development.

We are attuned to the importance of helping children develop both the ability to understand spoken and written language, acquiring a control of language that enables them to express their ideas and feelings clearly.

One key aspect of a child's language development is the growth of their vocabulary – the words they can understand and the words they use to communicate.

Not surprisingly, educational research suggests a strong relationship between vocabulary and comprehension, where a broad vocabulary (knowing lots of words) and a deep vocabulary (knowing those words well) correlates with better understanding.

Celebrating the joy of reading is crucial as we want to see all children reading well by the age of 11. Reading regularly for pleasure between the ages of 10 and 16 has a positive effect on children's vocabulary, spelling and maths skills.



READING FOR PLEASURE

The children in our primary schools are immersed in environments that foster a genuine love of reading, where reading for pleasure is at the forefront. The promotion of a love for reading is a priority shared by all and is developed across the schools in many different ways according to the needs and desires of the children.

From reading displays in classrooms and around school, visits to our local libraries out in the community, class story time or class novels, visiting authors and reading events such as World Book Day celebrations, our schools all ensure that children have every opportunity to read as much as they can and develop a love of reading.

The Trust schools also believe in sharing that love of reading at home and that it is a partnership between the children, parents, schools and the wider community.

READING FOR PURPOSE

We understand that children learn best when the meaning of text can be understood and explored in context. Our children are encouraged to read in all areas across the curriculum and to know why they are reading a particular text.

The quality of the selected books, articles, newspapers, poems and short stories chosen have a direct impact on pupils' language development and understanding of the world, and therefore these are selected carefully to ensure our children are not only avid readers for life but that texts foster their curiosity and desire to have new experiences and find out new things.

We value the importance of discussion about the text and verbalising answers to questions. All Trust Schools teach their children to connect ideas on the page to what they already know, to engage with texts and ask questions as they read, to try and remember and retain what they have read and to make links with what they have learnt elsewhere in the curriculum or throughout school.

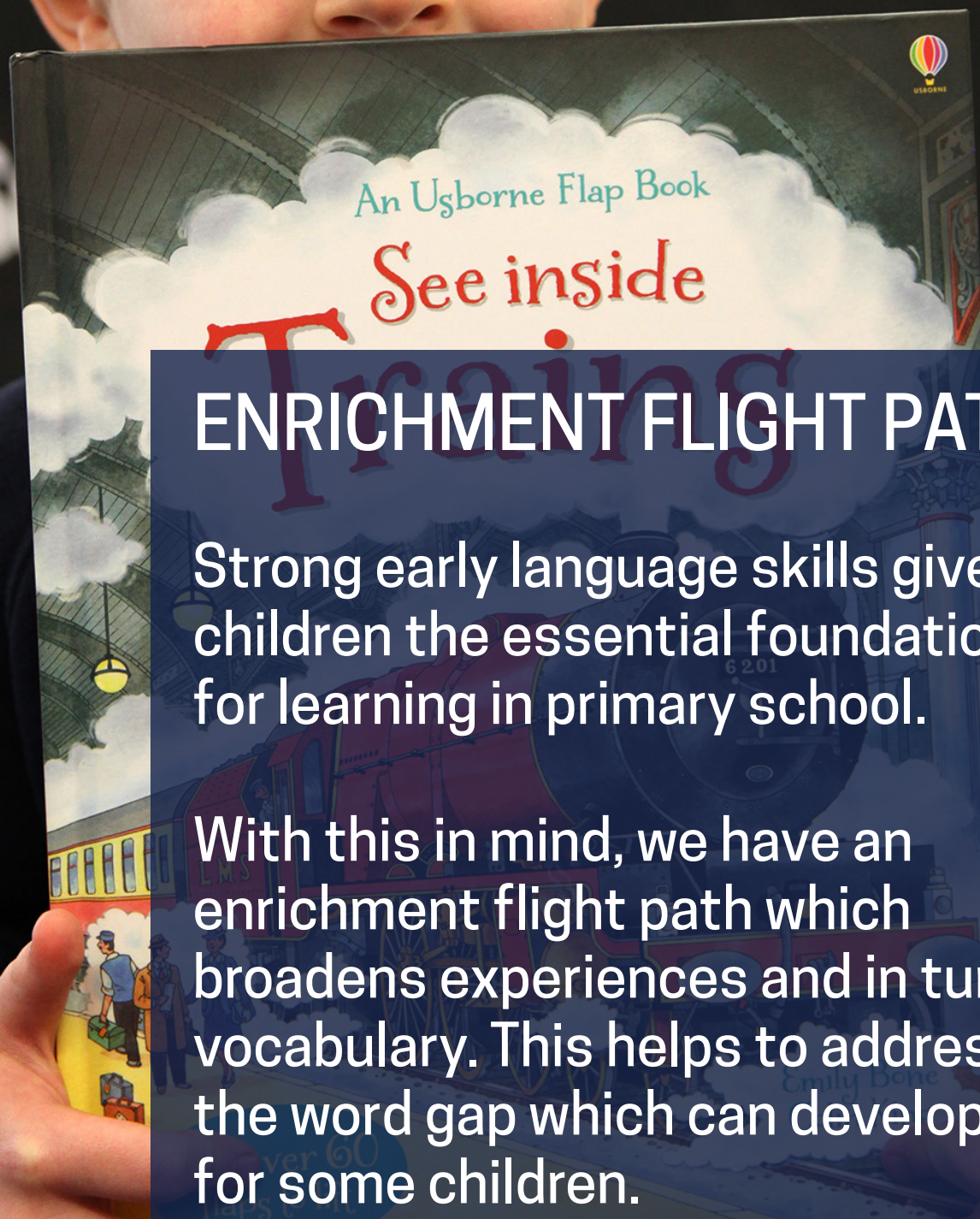
READING FOR PRODUCTIVITY

All our schools share the same vision when it comes to reading, and we believe that the kind of focus our children experience while reading translates directly into their work. A greater attention whilst reading and engaging with a text can boost a child's productivity.

Our children are taught that their reading skills can be transferred into their writing and into all the other subjects they are taught. Through reading, pupils are able to access and acquire knowledge that will enable them to achieve academically and creatively, to reach their aspirations as they move readily into the next steps of their educational journey, along with becoming a reflective, well-rounded individual who contributes to the wider community and society.

We design our curriculum so children are taught the necessary knowledge and skills which build and progress from one year to another, moving from a basic understanding to an advanced model where understanding is applied to fluency and then a deep and automatic understanding. Within our lessons, we build on prior knowledge and link back and forwards to embed knowledge. We return to key concepts so that our children know more and remember more.





ENRICHMENT FLIGHT PATH

Strong early language skills give children the essential foundation for learning in primary school.

With this in mind, we have an enrichment flight path which broadens experiences and in turn vocabulary. This helps to address the word gap which can develop for some children.

ADDITIONAL OPPORTUNITIES TO READ

All Trust schools place the highest value on the importance of learning to read and fostering a love of reading for our children. Many of our schools' practices are shared but each school also has its own unique ways to engage the children in reading. Below is a list of just a selection of ways and events our schools use to support pupils' additional opportunities to read.

- Reading ambassadors/Reading buddies - every primary school in our Trust has designated reading ambassadors/buddies that support the development of reading skills for their younger peers.
- 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.

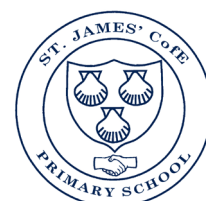
EVENTS AND ENRICHMENT - below is a list of just a selection of events our schools will use to support pupils' additional opportunities to read.

World Book Day in March
Newsletter to Parents
National Poetry Day in October
National Story Telling Week in January
Scholastic Book Fairs
Author days each term
Reading University - KS2

Reading Challenge
Poetry Competitions
Termly Book Raffles
Termly Book Vouchers
Extreme Reading challenges
Spelling Bee



St. Andrew's
C.E. Primary School
& Nursery





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