



Biscovey Academy Reading



Reading Intent Statement

***'Reading is important. If you know how to read then the whole world opens up to you. It is the gateway skill that makes all other learning possible, from complex word problems and the meaning of our history to scientific discovery and technological proficiency.'* Barack Obama**

Biscovey Academy is a school where everyone **DREAMS** big! DREAMS is capitalised within our tag line as it stands for our core values which underpin all of the work we do here at Biscovey Academy.

D = Diversity – We explore a range of authors, characters and contexts throughout our reading offer at Biscovey Academy. Children are exposed and encouraged to learn about an extensive selection of literature and delve into a complex world of inclusivity and difference. Diversity is celebrated through reading focused days, literature and teaching as an encompassed approach. We empower children to be proud to learn about a breadth of readers and reading materials and show respectful and inquisitive attitudes towards all.

R = Rules – We have high expectations on behaviour, routines and expectations for children and that they adhere to our school rules of Ready, Respectful and Safe.

E = Empathy – Children are implored to show empathy for meaning in their reading, showing understanding for characters and storylines. We encourage these skills and knowledge of empathy to be transferred in all elements of their lives.

A = Aspirations – We hold an annual careers day at Biscovey Academy which highlights a range of careers including those with a passion for reading. Children are given opportunities to learn about a range of career and personality aspirations through the magical and expressive world of reading.

M = Motivation – Aspiring and aiming high is at the heart of all elements of our learning. We pride ourselves on providing a range of reading rewards each week, we celebrate remarkable readers who exemplify the lifelong love of reading which is embedded in our curriculum.

S = Success – We strive to inspire all children to be fluent, curious and passionate readers that are able to continue their love of reading as a life-long desire and to support them accessing the wider world and experiences.

Reading at Biscovey Academy strives to embed fundamental skills for reading that will enable children to develop a love and stamina for reading, the knowledge to decode, unpick and seek meaning in words and to soar in all aspects of their learning. Reading is the underlying skill that enables children to access daily life and learning; we aim to teach children not only how to read, but how to find thought and meaning in literature, draw enjoyment from the immersive world of reading and apply this knowledge to other subjects. Our reading pedagogy applies a

range of strategies to inclusively meet children's needs and stages of their reading progression. Furthermore, we have developed a strong Vipers approach, Fresh Start interventions, bespoke phonics teaching, a range of reading rewards and schemes to support the journey of reading.

Reading is at the core of everything that we do at Biscovey, and we are determined that everyone is a reader – including our staff! Throughout each year group, reading skills are taught and built upon in everyday learning. We provide texts that complement our curriculum themes alongside those that will raise awareness of the wider world and invoke questions and interpretations of themselves and others. We challenge children in different areas of vocabulary, inference, prediction, explanation, retrieving and summarising of information to draw conclusions from texts and increase their awareness of the world around them. We work closely with our colleagues in the early years and key stage one, to continue the reading progression and fluency of skills that children further deepen each year. Reading is a paramount tool to allow children to unlock everything around them, to comprehend their experiences and to find pleasure in the magical world of reading.

Driven by our **Dare to Dream Curriculum**, we are committed to providing access to a first-class education for all pupils, which is **highly ambitious** for those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is scaffolded and differentiated to meet individual needs. Pupils are supported to **keep up, not catch up**. Biscovey Academy staff recognise and are committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to attain good outcomes in their learning, progress and personal development.

We recognise that children work better when they feel psychologically and physically safe. Therefore, through our curriculum offer we prioritise relationships and relentless routines.

Reading Implementation Statement

Due to the paramount importance of reading at Biscovey, we incorporate reading as an everyday fluid element. We embrace a reading for pleasure and a love for reading climate in our school environment and within the views and attitudes of children and staff. In order to establish success in reading, we strive to teach high quality reading and progress on skills and knowledge as they move up from the infants' school and throughout KS2. Our teaching is delivered through a whole class approach to reading with Vipers lessons. Vipers encompasses a range of skills of vocabulary, inference, prediction, explanation, retrieval and summarising. Each skill is taught explicitly and embedded with a variety of texts, question types and modelling daily from teachers. Children are exposed to literature that reflects their half termly topic and highlights different genres, thus enabling a broad understanding of reading comprehension in addition to deepening knowledge of their topic area. Opportunities to read aloud are provided regularly to encourage a culture of confident readers, fluency in speech and greater understanding of the words in front of them. Furthermore, we offer interventions to support gaps in reading and challenge misconceptions that children might have. These interventions follow the Fresh Start (Read, Write, Inc) program and are delivered as a Vipers alternative for certain children. On top of our daily reading lessons, we provide bespoke phonic (Read, Write, Inc) sessions for children on a 1-to-1 basis, a whole school Accelerated Reader program and an ever-growing library which covers a range of titles, authors and levels for children to access.

We assess reading half-termly and termly, to continue the progress of children and track where their skills are being met and need further support. Across the school reading rewards are used as positive reinforcement of regularly reading at home and school, showing progression in reading, using acquired skills in reading and to celebrate success for our children.

Reading at our school is closely monitored through learning walks and book looks to ensure high quality of reading and that quality of teaching and understanding is assured across the school. We endeavour to identify strengths within the school, share great practice, observe and support one another and find opportunities to develop our reading offer.

A fundamental principle of reading is making memorable experiences and opportunities for children to live and breathe their reading. We celebrate reading through storytelling experiences, World Book Day, author days such as Roald Dahl and with real-life experiences relating to a text. Some of our examples including lighthouse visits to explore reading 'Lighthouse Keepers Lunch' and a visit to Bodmin Keep Military Museum to delve in 'Goodnight Mr Tom' and make their reading come to life. Vocabulary, passion and opportunities are rich around our school environment and so is our love of reading!

Reading Impact Statement

As a result of our vibrant and broad reading curriculum, we aim to create a reading culture that enthuses joy and love for reading. We want to inspire a curious and questioning approach for children to explore their world of reading and seek their own meanings from texts. We promote discussion of our interests and measuring passion for reading through reviewing and referring texts to others. We will be continuing to measure impact with learning walks, monitoring and regularly gaining pupil voice. We will see children who are able to articulate their ideas, use insight and reasoning behind comprehending questions and texts and having a profound enthusiasm for a wide range of reading materials, literature and genres.

Additionally, the teaching of reading will be consistently a high standard full of opportunities to challenge children and extend their knowledge. Underpinning everything that they learn, children will be empowered to become fluent readers and thinkers and share their experiences in their reading, into their wider world and understanding.

Since the launch of our reading curriculum, we are proud that our end of key-stage two outcomes are above national average. Disadvantaged pupils at our school make progress in-line with their peers. Our relentless drive to improve outcomes for our pupils means our children flourish as confident and skilled readers.