

Reading Policy

At Sunnyside Primary Academy, we believe that Reading is at the heart of everything that we do, and that every child should be immersed in reading, stories and books throughout their childhood. By studying Reading at Sunnyside, pupils will develop a love for reading and will be able to articulate the books, authors and genres they enjoy. They will be able to make recommendations about books because they will have been exposed to a variety of texts that perhaps they otherwise would not have encountered. Quality texts are integral to our curriculum approach, as we recognise that fluency in reading enables children to have access to the full curriculum entitlement. We believe it is our role to ensure children leave us being able to articulate themselves clearly, and read and write confidently and effectively.

Our Aims:

- To read in line with age related expectations.
- To develop a love of books and talk passionately and excitedly about the books they have read.
- To make recommendations about books and authors to others.
- To name some classic and modern literature, recite poetry and have favourite genres.

Children begin their reading journey through hearing and listening to stories. Children develop vocabulary and language skills, acquire knowledge, and develop their imagination through the different stories that they hear. Upon entering Reception, the thematic curriculum is firmly centred around books and stories. Our Early Years staff are passionate about stories and love to take time to read and enjoy stories together. Children begin to develop their own understanding of the text and the sounds of words through daily phonics sessions and opportunities within the continuous provision to apply and develop their skills. English lessons and writing opportunities all stem from the quality and varied texts that are chosen to appeal to our Reception pupils.

In Key Stage 1, children continue daily phonics sessions and as they reach the end of the phonics programme, they begin formal reading lessons that lead through to the end of Key Stage 2. We choose texts, extracts and poems that enthuse and support a love of reading. We use a clear progression of skills using domains to teach the skills of reading, these are: Vocabulary, Retrieval, Inference, Text Structure, Compare and Contrast, Reasoning and Performing.

Throughout school, a quality text is chosen to drive learning in English and as the basis for the teaching of our bespoke 'writing sequence'. We ensure as far as possible that the quality texts chosen as the driver for English link to the termly theme. During the term, children will experience narrative, poetry and non-fiction texts. Texts have been chosen to ensure children read a wide range of genres from different authors. Texts range from classics to modern literature.

All children in school choose a reading book to share at home. At first, whilst children are still completing the phonics scheme, they have a Collins 'Big Cat' book matched carefully to their current phonics knowledge. Children read regularly with an adult in school and are encouraged to do so at home too, a shared reading record supports this partnership between home and school. As children become more confident and fluent readers, they are able to make use of the school library to choose books, authors and genres that appeal to their interests.

Developing a love of reading across the school is supported by a host of different events and incentives, for example World Book Day, whole reading school competitions, Peer to peer reading, Poetry week celebrations. Children are encouraged to share their favourite books and authors with their friends, and help to mould the schools reading provision, for example by becoming school librarians, or helping to organise classroom book areas.

Home Learning - children are expected to read at home at least three times a week.

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