

*‘The more that you read, the more things you will know. The more that you learn, the more places you’ll go.’*  
— Dr. Seuss —

At Pennoweth, we place great emphasis on reading for pleasure. Our new library, placed at the heart of the school, ensures that reading is rightly seen as the key to all learning. Fostering an understanding in all children that words are powerful underpins everything that we do.

Our curriculum provides opportunities for children to experience and engage with a range of well-considered texts. These texts are strategically aligned to each topic and enhance and further promote child engagement, ensuring appropriate depth and breadth to the learning (see Text Choices at Pennoweth document)

Nursery

- From the very beginning, we work on auditory discrimination, helping children to identify and isolate specific sounds in the environment.
- Games include strategies to support visual memory and fine motor skills, all of which form part of early literacy skills.
- Children are encouraged to start to hear initial sounds in words, with final and middle sounds following on after.

EYFS

- Using ‘Read Write Inc’ phonics (RWI), we teach the graphemes to match the sounds children have begun to identify in words. Children learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. Children will read 1:1 and small groups depending on the learning needs of the child. To ensure we meet the learning needs of all children, we group for phonics in EYFS.
- Phonic books are closely matched to children's increasing knowledge of phonics and tricky words and, as children re-read the stories, their fluency increases.
- When using RWI to read, children will learn 44 sounds and the corresponding letter/letter groups using simple picture prompts, learn to read words using Fred Talk, read lively stories featuring words they have learned to sound out and show that they comprehend the stories by answering questions.

Key Stage 1

- Teaching of reading through ‘Read Write Inc.’ continues from EYFS into Year 1.
- In Key Stage 1, groups are made up from children from Years 1 and 2. We tailor our phonics teaching to the needs of the children to ensure they are secure with letter sounds before moving on. This ensures children develop a sound phonics knowledge on which to build as they become more fluent and able readers and writers.
- Pupils undertake the Key Stage 1 Phonics Screening Check in the Summer Term.
- Children who are ready to move on from RWI progress to VIPERS (Key Stage 2).

Key Stage 2

- Continued support is given to children who did not meet the Phonics Screening Check expectations.
- For those children who find comprehension challenging, we provide additional support using RWI ‘Fresh Start’.
- Children build on their reading skills through structured whole class reading sessions. These sessions, adopting VIPERS, allow children to develop an understanding of the six content domains: vocabulary, inference, prediction, explanation, retrieval and summary, through a whole class reader, with a focus on non-fiction on Friday. Children’s understanding of texts and themes is challenged through questioning linked to the content domains.
- Children become more familiar year on year with each content domain and build on prior knowledge and the skills required for each one.
- Texts are chosen carefully to reflect appropriate challenge, interest levels and diversity. Children are given the opportunity to talk about their class texts, recap on the storyline and delve into a deeper understanding of character and actions. They access non-fiction texts in the same way, developing a deeper understanding of the content which supports their current project themes.

Accelerated Reader

- Alongside our daily teaching strategies used from Year 3 (Year 2 if appropriate), we use Accelerated Reader to give children the opportunity to experience new books independently whilst building reading speed and fluency.
- Children undertake Star Reader assessments to register a book level. Books at this level are available for children to read and show their understanding of what they have read through associated quizzes.
- Appropriately-levelled books are read at home, with quizzes being undertaken in school.
- To supplement our library, we use myON (an online catalogue of eBooks) to ensure a range of relevant, age-appropriate and interesting fiction and non-fiction texts are available to all children, irrelevant of their reading age.

Reading for Pleasure: 111b411 (111 books before 11)

- Referring to The Book Trust's book lists, we have created a library of 111 well-known books and recommended reads for children from 0-11.
- This library contains a wealth of books that will excite, inspire and develop children to become life-long readers and to read for pleasure.
- Each child will receive a passport of the 111 books with the aim of reading all of them before leaving for secondary school.

Text Choices at Pennoweth

Our mission at Pennoweth is to foster a love for reading for every child, honing their skills to articulate the books, authors and genres they enjoy. Pupils 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. They will read key classic literature appropriate for their age, helping them to develop the cultural capital they require as they move into secondary education and beyond. Ultimately, a love of reading enables the children to better access all areas of the curriculum and become lifelong learners.

Aims	<ul style="list-style-type: none"><li>• To have a real and genuine love of reading and talk passionately and excitedly about the books they have read.</li><li>• To read in line with and exceed age related expectations.</li><li>• To fully comprehend texts, explore and understand themes, and speak of these with clarity.</li><li>• To name a wide range of texts, understanding their key themes, and make recommendations about books and authors.</li><li>• To develop and use a high level of vocabulary.</li></ul>														
Text Selection	<table><tr><td>Wide range of quality texts</td><td><ul style="list-style-type: none"><li>• Classics, from <i>The One Hundred and One Dalmatians</i>, <i>Grimm's Fairy Tales</i> and <i>Swallows and Amazons</i>, to modern classics including <i>Emil and the Detectives</i>, <i>How to Catch a Star</i> and <i>Northern Lights</i>, to poetry and rhymes, make up the reading offer at Pennoweth.</li></ul></td></tr><tr><td>Immersion and experiences</td><td><ul style="list-style-type: none"><li>• With a new text each half term, over a two-year cycle, a minimum of thirty-six core texts have been mapped across the school. 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Expected Outcomes	<ul style="list-style-type: none"><li>• Staff and pupils are able to speak with confidence about their favourite authors, books and genres.</li><li>• Pupils develop an enthusiasm and love for books, through reading a wide range of texts.</li><li>• Pupils gain and share experiences with peers.</li><li>• Pupils develop empathy through reading a range of fiction and non-fiction texts, set in the real world and fantasy settings. Pupils learn to empathise with different characters.</li><li>• Pupils can make recommendations as well as links between books they have read. Pupils do not simply have a knowledge of texts related to their topic, but also of classic and modern literature.</li><li>• A strong vocabulary base is built, examining the core themes of the texts and speaking articulately about them.</li></ul>														