



Intent

At Great Missenden, we are readers. We believe in developing a culture that encourages a desire and love for reading whilst providing a diverse range of texts for all pupils to access. The enjoyment of reading is crucial to developing pupils' reading interests and habits and we encourage children to listen to others' reading, share their own reading and spend time discussing the books and authors they enjoy. We aim for all of our children to leave primary school with the ability to read confidently and enjoy a wide range of texts and become lifelong readers. In EYFS and Key Stage 1, we teach reading skills through the use of Little Wandle Letters and Sounds Revised to develop pupils' phonics, decoding, prosody and comprehension skills and in Key Stage 2, the use of VIPERS supports our reading comprehension skills. Those who need additional support with their phonics or reading comprehension receive interventions to ensure pupils' reading needs are met as we believe this is crucial to accessing the curriculum and life beyond Great Missenden school.

Implementation

To begin the reading journey, we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in EYFS and follow the Little Wandle Letters and Sounds revised programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We encourage reading through our own storytelling, by sharing aspirational and wonderful stories with all age groups from Early Years up to Year 6, discussing and debating class novels with children and constantly drawing on the books of great authors to inspire the children to read wider and write in a similar style themselves.

To develop our pupils' comprehension skills, we encourage reading in all areas of the curriculum, covering a mixture of genres. In Early Years through to Year 1, we ensure children have access to a range of engaging texts to instill the love of reading from an early age. Guided Reading lessons from Year 2 to Year 6 focus on enjoyment of a text as well as developing the comprehension of what the children are reading by asking questions which ensure coverage of our VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence/Summarise) reading comprehension skills. For Key Stage 2, we use a reading spine developed by Ashley Booth which ensures the children have access to a wide diet of reading – from fiction to songs, poetry and non-fiction. These texts also range from classics to modern texts which enrich the pupils' cultural capital by exploring a wider diversity in their reading habits. These texts are rich continually develop their breadth of vocabulary and we also embrace class texts that enhance our 'WAC' (foundation subjects) learning. When we link texts to our wider curriculum, we aim to promote cross-curricular links wherever possible such as looking at historical fiction during our 'We are Historians' term.



The structure of our week for Guided Reading sessions in KS2 is the following:

Monday: Reading for pleasure/ book talk session

Tuesday, Wednesday and Thursday: Whole Class Guided Reading using a variety of extracts from the Ashley Booth reading spine and focusing on developing reading comprehension skills through the use of VIPERS

Friday: Class novel (linked to wider curriculum reading)

Impact

To truly see the impact of our reading curriculum, you have to come and see us. As children progress from Early Years to the End of Key Stage 2, they are building on their decoding skills, reading fluency, vocabulary, inference and comprehension to become confident and enthusiastic readers, who are able to verbalise their thoughts and opinions on a text. By the time children leave Great Missenden, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

Pupil Voice Analysis:

Year 3

If you can read, you can write and you need both for nearly everything!

I can imagine it in my head. It gets me intrigued and my imagination runs wild.

Year 4

I like it when we act out the stories to help us to understand how they work and why they're good.

I like my teacher's reading because her wonderful voices help me understand character and we always discuss new words to build our vocabulary.

It helps you write, it helps you understand, it helps you with EVERYTHING?

Year 5:

In reading lessons we learn new words, which builds our vocabulary, which means we can become better authors.



Reading gives us greater meaning it gives us characters to aspire to.

Year 6:

We understand the books we read more through discussion, we see more by listening to other people's opinions.

Staff/parent response: 'The new Guided Reading structure (from Autumn 2021), in my opinion, has been a huge success (speaking as an LSA and parent at the school). It is head and shoulders above anything I've seen practised for Guided Reading before, with fun and interesting topics that really grab the childrens' attention. In particular the poetry and songs have been great at encouraging interesting discussions with the children, and the questions used are clear and easy to follow meaning that comprehension practice is still challenging but achievable for every child.'