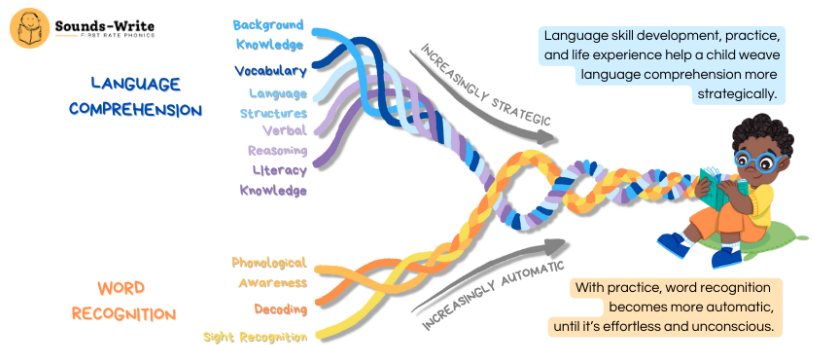


## The Redeemer Reading Policy

At The Redeemer, we want our children to be confident, thoughtful and passionate readers, who know and appreciate the wide range of literature there is to be enjoyed in our community. By exposing our children to a wide range of authors, settings and genres, we aim to show the children that everyone can be a reader, giving them a lifelong passion.

Our Reading curriculum builds on the phonics instructions given in the formative years of primary school, developing our children into skilled readers. We do this with a strong focus on fluency, vocabulary, prior knowledge and a strong knowledge of literacy, as demonstrated by Scarborough's Reading Rope.



In Whole Class Reading Sessions, we study a wide range of texts, focusing on the core fundamentals of vocabulary, fluency and prior knowledge while also looking carefully at a reading strategy such as explanations or retrieval. These sessions are designed to ensure our children become skilled readers as well as deepening their appreciation of our literary heritage and love of reading.

Our curriculum is progressive in both the texts studied and skills we work towards. Through our Reading Spine, we teach a wide range of genres and authors to our children and our Progression in Domains of Knowledge document allows teachers to build upon prior knowledge and skills, developing our children further as readers.

Home reading is also a crucial element of our reading instruction. All children are given wide access to home readers, which is further widened as they move through school and the books stages and levels Support is given to parents, with monitoring, including a particular focus on those children deemed at risk of not meeting age-related expectations.

We summatively assess reading at the end of each term using the NFER scheme of assessment. Home reading is monitored every half term with all children being heard read to determine whether they are reading at an accurate level. We measure the impact of our curriculum with pupil voices, book looks and lesson drop ins. The collection of this range of information allows us to make informed decision about our curriculum, ensuring we expose our children to the best possible reading curriculum.