

At Windmill Hill Academy, we are 'Inspiring Passionate Lifelong Learners' by providing them with a broad and balanced to inspire and motivate pupils to have high aspirations; provide them with the tools to become assessment-capable learners and be socially responsible within the school and wider community.

<b>Subject</b>	Reading
<b>Overall curriculum</b>	<p>Through reading at Windmill Hill Academy, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p> <p>Windmill Hill Academy's intent is that every child will learn to read, regardless of background, needs or abilities. We want our children to be fluent, confident readers as soon as possible to allow them to properly comprehend a wide range of books. They will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and develop a genuine love of reading and a keen interest in a range of texts.</p>
<b>Pedagogy</b>	<p>We teach early reading through the validated systematic, synthetic phonics programme 'Little Wandle Letters and Sounds Revised'. This begins right at the start of Reception and continues in Year One to ensure children become fluent readers.</p> <p>Once the children are able to read with a good level of fluency, they then begin to access Accelerated Reader (AR). Accelerated Reader ensures that children are accessing books which are suitable for their level of reading fluency and comprehension skills.</p> <p>At Windmill Hill Academy, we want children to develop a love of reading and create an ethos that encourages reading for pleasure. We have a structured approach to the teaching of reading and aim to develop confident readers who enjoy a wide range of texts.</p> <p>Children regularly share books as a class, in groups and individually. We work with children to develop their understanding of texts through guided reading and whole class comprehension activities and have introduced 'Reading Vipers' to focus on the key areas of comprehension.</p> <p>Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).</p> <p>Reading for Pleasure remains a whole school priority. We believe that a whole school 'Reading for Pleasure' culture must be planned for and promoted throughout the school in a variety of ways, ensuring that all children have the opportunity to develop that real love of reading. Every day the teachers read aloud the class book to the children. These texts are chosen carefully so there is a range of high quality, diverse texts to engage the children and appeal to a range of children. When reading</p>

	<p>aloud, they do not stop unnecessarily to ask clarification/comprehension questions. Instead, they allow the story to weave its own magic, only pausing occasionally where necessary to define any important vocabulary.</p> <p>Children have daily opportunities for regular reading both independently, in pairs and groups. This also includes opportunities for having a weekly book swap with pupils from another class. Teachers promote reading for pleasure through making recommendations and informal book talk.</p> <p>Careful recording of what the children's reading diet includes happens regularly so staff are able to monitor, develop and extend this as and when appropriate. Book corners are well used, inviting spaces with a limited number of high-quality texts that children are able to borrow.</p> <p>Books are also sourced from the Cornwall Library service to supplement the selection within class libraries and the school library.</p> <p>We really value the importance of home reading and have introduced a new reading initiative called 'Reading karate'. The aim is to encourage and inspire children to read regularly at home in a fun way, boosting the child's self-image as a reader and developing their reading skills and strategies.</p>
<b>Assessment</b>	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is used to monitor progress and to identify any child needing additional support as soon as they need it.</p> <p>Assessment for learning is used:</p> <ul style="list-style-type: none"> <li>▪ Daily within class to identify children needing Keep-up support</li> <li>▪ KS1 and KS2 Teachers will make judgements about the children's reading in relation to age related expectations as set out in the new curriculum.</li> <li>▪ Assessment for learning is well established throughout the school and the use of questioning, observation and feedback will continue to be key parts of formative assessment.</li> <li>▪ Statutory assessments take place at the end of Year 1, Year 2 and Year 6.</li> <li>▪ Assessments are recorded six times a year in phonics and three for reading and carefully analysed to make sure that all children and groups are progressing well and achieving their potential.</li> <li>▪ Accelerated Reader: Pupils complete a comprehension quiz at the end of every book read and also a Star Reader assessment every half term .</li> </ul>
<b>Culture</b>	<p>Reading is at the heart of our whole curriculum underpinning every subject area. We want every child to read widely, and to gain a rich knowledge across the curriculum. By offering a wide range of texts, we aim to broaden their minds and experiences to allow them to empathise with the world in which they live and support the development of their cultural capital.</p> <p>It is our intention that the children at our school will become passionate life-long readers. As part of this commitment, we expect our children to read regularly with an adult home using both a decodable reading</p>

	<p>practice book as well as a sharing book to read for pleasure.</p> <p>Reading is such an important life skill that it is imperative we enable them to become independent readers who can easily process information, fully engage in all learning and be well prepared for their next stage of their education.</p>
<b>Systems</b>	<p>By the end of KS1, children will be fluent at decoding, and by the age of 11, we aim for children to be able to:</p> <ul style="list-style-type: none"> <li>• read with confidence, fluency and good understanding, drawing upon a range of independent strategies to self-monitor and correct;</li> <li>• have an interest in a wide range of reading materials and read spontaneously for enjoyment and pleasure;</li> <li>• read confidently to acquire information;</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading;</li> <li>• meet age related expectations for reading, with the aspiration to exceed them.</li> </ul>
<b>Policies/key documents</b>	<ul style="list-style-type: none"> <li>▪ Reading Policy</li> <li>▪ Reading Progression Map</li> <li>▪ 7 Key areas of Reading</li> <li>▪ Accelerated Reader scheme</li> <li>▪ Vipers approach</li> <li>▪ Reading Karate</li> </ul> <p><i>All of these can be found on our website under the curriculum/policies tab.</i></p>