



### Reading Mission Statement

#### Intent

At Crossley Hall we endeavour to embed a life-long love of reading through the use of engaging, relevant, high-quality texts and models that inspire and excite young readers across the curriculum. Children being passionate about reading is at the heart of our whole curriculum here at Crossley Hall. We are determined that all children will reach their highest potential as readers, regardless of their background or need. Our curriculum is carefully crafted to meet the needs of our children through ensuring they are exposed to a range of ever-evolving carefully selected models. We immerse our pupils in the wonders of quality texts to instil love for reading, passion for discovery and confidence to explore imagination. We work to nurture children who read for pleasure through exposing them to both rich print books and eBooks.

In Nursery, Reception and Year One, Read Write Inc. ensures our youngest readers begin their reading journey by learning to read accurately and fluently.

For Years Two to Six, children move to a novel study approach which fully immerses them into the world of the text and they explore it in depth over time.

#### Implementation

Reading is actively taught throughout school regardless of age or stage: learning the skills of reading does not just happen. Every year group explicitly teaches reading four days a week; on the fifth day, reading skills are also practised discretely across other subjects.

All teaching staff worked collaboratively to create our whole school Reading Strategy alongside our Primary English Consultant Alison Philipson, leading to an embedded understanding of the progression of reading from Nursery to Year 6. Because of this, our staff are able to implement their understanding of the progression of reading from speed sound sessions to Read Write Inc. reading sessions to novel study.

Leaders monitor the success of teaching and learning through triangulation of planning, evidence in books and learning walks. A robust monitoring model is utilised by both class teachers and leaders. This allows us to deliver CPD using a coaching model based on the teachers' understanding of the curriculum and the constantly changing needs of the children. Pupil voice is an essential factor in the scrutiny of the success of teaching reading through regular informal and formal evaluations. Teachers at Crossley Hall are continually developing their understanding of how to teach reading in order to empower children.



### **Impact**

The use of Read Write Inc. to teach early reading and the novel study approach from Year Two onwards has ensured consistency across school. All children begin by receiving the same offer: however this is skilfully supplemented by targeted intervention, small group and 1:1 work where appropriate. Because teachers and leaders have all received quality CPD, they are now fully equipped to plan and deliver lessons which ensure our children's attainment is in line with or exceeds their potential, despite their low starting point. The sense of ownership, through the collaborative development of the Reading Strategy, has led to an understanding of individual accountability with regard to the whole school approach to reading.



# Crossley Hall

Primary School

