

Reading One Page Policy (Primary Phase)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Through our Reading Curriculum we aim to teach children not just to read the words on a page but to love reading and understand the importance of reading. This curriculum intends to promote a love of reading for all pupils whilst creating life-long readers who have the skills to access all areas of the curriculum with independence and confidence, so that they go on to be successful in Key Stage 3 and beyond. That empowerment will be achieved through our three underpinning aims: Code breakers, Meaning Makers and Text Users.

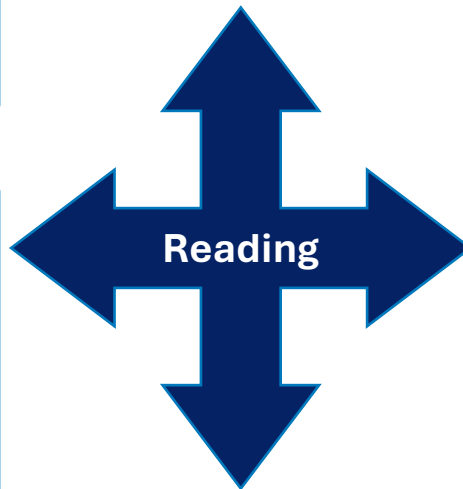
Reading comprehension is taught through explicit strategies to develop inference and self-monitoring understanding, including activating prior knowledge, predicting, questioning, clarifying and summarising. These strategies are **modelled**, and **scaffolding** is gradually removed until children can complete the activity independently.

Children develop reading with **fluency and expression** through modelled, echo and choral reading in lessons and through performance opportunities in poetry lessons, presentations and assemblies.

The understanding of the **UNCRC** is developed through reference of the appropriate articles within the reading curriculum.

Ambitious texts are chosen and **key skills** linked closely to these texts are mapped out for each year group, ensuring a **consistent approach of text types and skill application** that is revisited term by term, year on year.

Explicit teaching of **oracy** is embedded within the reading curriculum. Children have plentiful opportunities to talk about different genres of books and think deeply about characters, themes, plots and language. They develop confidence in sharing their views.



Learners are exposed to a range of **high-quality, diverse texts** that represent their experiences and backgrounds, as well as the wider community, across all curriculum subjects and through **daily Reading Spine**.

Children have opportunities to choose their own books and develop their tastes through **library visits and free reading**.

Contextual tier 2 and 3 **vocabulary is taught explicitly** and explored implicitly through reading, writing and wider curriculum lessons.

Previously taught reading **skills** are revisited regularly and applied, whilst being exposed to a wide range of texts.

Outcome:
Fluent, enthusiastic readers who comprehend a range of texts and can share their opinions.