



Reading at Seascape Primary School looks like...

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Developing an ethos and an environment that excites, enthuses, inspires and values

- Establish reading provision in each Team which is easily accessible to all, and raises pupil engagement
- Book areas and classroom display reflect a wide range of texts and information about books to establish and promote a positive ethos around reading for pleasure and independent reading - Develop a school library to develop a centralised wholeschool environment for reading, which inspires and excites
- A variety of genres and formats of books are chosen in curriculum planning to ensure children experience a full and rich range of reading
- Increase opportunities for children to select, share and recommend texts, through establishing guided reading, whole class comprehension, 1:1 reading practice and reading for pleasure, along with engaging classroom displays to raise the profile of literature within day-to-day learning



High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter.

- Books to be selected with powerful stories and engaging texts to stir ideas and feelings and excite pupils' interest and imagination
- Texts to take many forms (poetry, picture books, information texts, chapter books, modern stories or famous classics) to wider pupil's experience of literature
- Pupil engagement will be meaningful and enhanced through access to a wide range of quality texts
- Selected texts and planning will provide opportunity for sustained study, depth of learning and real writing experiences
- Texts to focus on enhancing pupil engagement and provide opportunity for reflection and response
- Sustained study of a text, independent reading and a wide range of titles will form the basis of a wider reading curriculum in school



A read aloud programme

- Teachers will provide regular and frequent opportunities within the school day for children to read aloud
- Reading aloud will be modelled in each Team, with a focus on expression, intonation, tunes and patterns
- Teams will become a 'community of readers' through reading aloud well-chosen texts and sharing in experiences of a wider range of books
- A wide range of opportunities for reading aloud will be prioritised, established and planned for across the school (1:1 reading, guided reading, whole-class comprehension, CLPE planning etc.)



Teachers who are knowledgeable about children's literature - Establish a whole-school strategic programme of staff CPD to impact teaching practice (book choices and planning) and enhance pupil outcomes in reading

Planning for talking about books and stories and providing structures within which to do this

- Opportunities for children to frequently and regularly discuss books to help the class as a whole to reach shared understanding of ideas and issues
- Rich text choices are to be at the heart of the curriculum to allow children to meaningfully engage, share preferences, make personal connections and ask questions
- Plan opportunities for reflection and response within whole class, small group and independent activities (Whole-Class comprehension, guided reading and 1:1 reading)
- Reading sessions to focus on developing confidence in unknown vocabulary, inferring and deducing ideas beyond the text and linking ideas and themes across texts



Understanding the importance of illustration in reading both in terms of creating a text and responding to a text

- Provide texts which develop pupil understanding of illustrations and pictures to create meaning for the reader
- Teaching to provide regular opportunity (discrete ½ termly sessions) for coverage of non-text, visual literacy activities
- Drawing to be utilised to reflect and deepen pupil understanding of a range of texts (e.g., imaginary worlds and characters) and to use this to plan and compose ideas for their own writing
- Age-appropriate picture books to be used as part of wider access to texts to develop inference and critical thinking skills



Use drama and role-play to help children to understand and access texts

- Utilise CLPE planning and guided reading sessions to create opportunities for children to put themselves into a particular character's shoes and imagine how things would look from their point of view
- Drama and role-play to support children to deepen their understanding and imagining of characters and events so that they can extend this understanding to their reading and writing
- Small world and/ or puppets/ story props used to revisit, recount, re-enact and interpret a text
- Oral rehearsal to enable children to assume authentic voice with different characters within texts (e.g. writing for information, instruction, storytelling, recount, persuasion, debate and discussion)



Using literature beyond the literacy lesson – cross-curricular planning with quality literature as the starting point

- Where appropriate, high-quality, stimulating texts (which represent children's interests) are to be used to link other subjects to develop, explore and extend their thinking around key topics and themes
- Texts to be used to support authentic cross-curricular links that enable children to meet vocabulary in different contexts Working with authors/ illustrators to understand the process of creating books
- Author/ illustrator visits planned as part of wider curriculum planning to provide children with direct and inspiring experiences on process of drafting, editing and redrafting
- Author/ illustrator be used to further develop reading and writing engagement



Creating a community of readers with opportunities to share responses and opinions

- Whole-school reading events to be planned to develop a culture of formal and informal book groups throughout the community, to promote engagement in reading, wider discussion skills and inferential understanding
- Raise engagement of parents/ families through book groups, book shops/ swaps, displays, reading competitions, reading volunteers and book related fund raising.
- Utilise school 'wellbeing area' to support establishing community of readers and wider pupil wellbeing

