

# Characteristics: We are Readers!

**Reading**



At Orchard Primary School, we value reading. Within skilled word reading, we aim to develop speedy pronunciation of unfamiliar printed words (decoding) and the automaticity and recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why we emphasise phonics in the early teaching of reading.

Effective comprehension draws from linguistic knowledge (in particular vocabulary and grammar) and on knowledge of the world. We seek to develop comprehension skills through pupils' experience of high-quality discussions with the class teacher as well as exposure to a range of engaging stories, poetry and non-fiction texts. All pupils are encouraged to read widely across both fiction and non-fiction to further develop knowledge of themselves and the world in which they live, to establish an appreciation and love of reading and to gain knowledge across the curriculum.

We actively promote reading widely as this increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house and joy for curious minds. We seek to ensure that our pupils are able to read fluently, confidently and with enjoyment - as we develop a learning to read approach into a reading to learn experience.

At Orchard, we are readers. We have...

- to read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Learning Opportunities For Key Stage 1	Learning Opportunities For Key Stage 2
<ul style="list-style-type: none"> <li>• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks</li> <li>• read books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identify themes and conventions in a wide range of books</li> <li>• prepare poems and play scripts to read aloud and to perform, improve intonation, tone and volume</li> <li>• discuss words and phrases that capture the reader's interest and imagination</li> <li>• recognise some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read</li> <li>• continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• read books that are structured in different ways and reading for a range of purposes</li> <li>• increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommend books that they have read to their peers, giving reasons for their choices</li> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• make comparisons within and across books</li> <li>• learn a wider range of poetry by heart</li> <li>• prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>