



Reading Intent

At The Mill Academy, the love of reading is at the heart of everything we do. We understand that the ability to read is the key to unlocking all areas of the curriculum and is vital for our children to become independent learners and to communicate with the world around us. Our vocabulary rich learning environment offers all children access to an abundance of texts and reading materials where reading and writing go hand in hand. Our aim is to develop confident, curious readers, who have respect for other views and cultures, and enjoy reading whole heartedly.

We believe that no child 'dislikes reading' and therefore ensure all children experience a wide range of literature and our adults help guide children to find their favourite genres, encouraging children to be confident in choosing books to read for pleasure.

Reading Implementation

Children are supported in choosing their home reading books starting from nursery and reception. Where children are accessing Read Write Inc phonics, their home reading books are selected in line with the sounds they have already learned. Children also have access to our two libraries, with a selection of fiction and non-fiction, to independently select a book to read for pleasure.

We follow the Primary National Curriculum for all aspects of the English Curriculum and use this as a basis for planning our outcomes. Following Read Write Inc for phonics, we aim to ensure our children are confident, fluent readers by the end of Year 1. Reading is taught daily with a focus on key skills such as retrieval, inference and vocabulary. This is taught as a whole class where appropriate, providing children are able to fluently read the class text.

Reading Impact

The impact of the teaching of reading is assessed throughout the year using independent comprehension activities, allowing children to apply taught skills. In addition to this, summative reading assessments are used to support teachers' professional judgements on attainment. These assessments and independent comprehension activities are used to inform class teachers, and the subject lead, to identify any areas of the curriculum or pupils requiring targeted support. Where appropriate, phonics is assessed on a daily basis, groupings of children are fluid and termly phonics screenings are used to inform class teachers of progress.

All assessments and judgements are reviewed termly through a validation process where data, children's books and teaching are discussed with the subject lead to ensure accuracy in assessment. For EYFS, observations and videos are recorded on Learning book to provide evidence towards the ELGs. These judgements are all then discussed in termly pupil progress meetings with the class teacher, headteacher and subject leader.

