



# Love to Read

Teagues Bridge Primary School strives to cultivate a deep appreciation for reading, encouraging students to enhance their skills and reach their highest potential. We prioritise reading to ensure that our students can fully engage with the curriculum and possess the confidence and ability to apply their knowledge across various contexts. From the very beginning, we teach students how to decode words using a systematic synthetic phonics approach. Our approach to reading is not limited to specific lessons but extends across the broader curriculum. It plays a critical role in enhancing their knowledge retention and understanding of different subjects.

We work to foster a love of reading by having adults read to children throughout the school. We also celebrate reading within the school environment through assemblies, displays, and the library. Younger students are encouraged to regularly read books that correspond to the sounds they are learning and select books to enjoy at home. The carefully selected phonetically decodable books they take home are tailored to match their phonic stage and development. Our well-stocked book corners and school library allow independent readers to choose from a diverse range of reading materials.

Our phonics approach ensures a gradual progression of word reading from the outset and serves as a model for all those involved in supporting children's reading development. Regular professional development plays a crucial role in ensuring that adults are well-equipped to consistently support reading across the school. Students are taught to use their phonic knowledge as the first tool when encountering new words in reading, with an understanding that the automatic recognition of whole words is the primary goal. Additional targeted support is provided for certain students following regular assessments, ensuring they can keep up with the curriculum. By the end of Key Stage One, our students have developed the resilience to become successful, fluent readers.

As the children progress through the school, we continue to focus on developing their comprehension skills, with an emphasis on reading for meaning. We aim to provide ambitious models to support reading development and connect learning across the curriculum by using quality texts. Students are exposed to and engage with high-quality language in various forms in a meaningful and engaging way. They are taught how to infer, predict, clarify, question, and summarise their understanding, as well as how to understand how authors use language for effect. This approach empowers students, fostering their confidence and collaborative abilities, resulting in heightened engagement and enthusiasm.

Once students have a strong grasp of phonics and have improved their reading fluency, they transition to the Love to Read program. This whole class teaching model ensures that students receive high-quality support from the teacher while engaging with a variety of stories, poems, and non-fiction texts. This approach exposes children to both modern and classic literature, helping to expand their vocabulary and deepen their understanding of themselves and the world around them. The Love to Read program equips students with the necessary reading skills to conduct successful research in areas of personal interest, ensuring they become confident, independent readers. Love to Read (Year 2 and KS2) focuses on enhancing students' reading fluency, comprehension, and response to both fiction and non-fiction texts.

Students are taught a range of reading techniques to help them access and understand various types of texts. Daily reading for pleasure and read-aloud sessions by the teacher contribute to fostering a love for reading and creating a positive reading experience. Reading for pleasure involves using quality texts aimed at cultivating students' love for reading.

# Reading

## Approaches to reading:

- Class teacher to read aloud to pupils.



- Pupils to read up to a certain point independently.



- Class teacher to read a section of the story, with pupils continuing independently to a specific page.



- Pupils to reread certain pages/chapters to increase understanding.



- Paired reading with pupils taking turns reading aloud a sentence, paragraph, page or whole text to one another.



- Pupils to answer questions and record in books. Class teacher to model answering in full sentences whilst providing sentence stems to support with this.



Love to Read Texts:

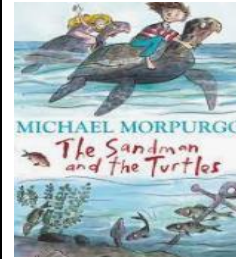
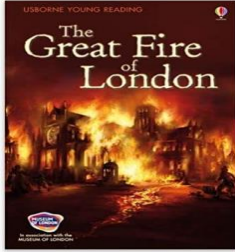
Year 2 - Base 4

| Term                       | Autumn   |   |
|----------------------------|--|---|
| Love to Read texts         |  <p>Grandpa Chatterji by Jamila Gavin</p> |  <p>The Hundred Dresses by Eleanor Estes</p> |
| Reading for pleasure texts |    |   |

Spring

Term

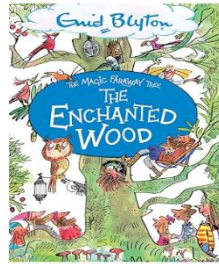
Love to Read  
texts



Summer

Term

Love to Read  
texts



Year 3 - Base 5

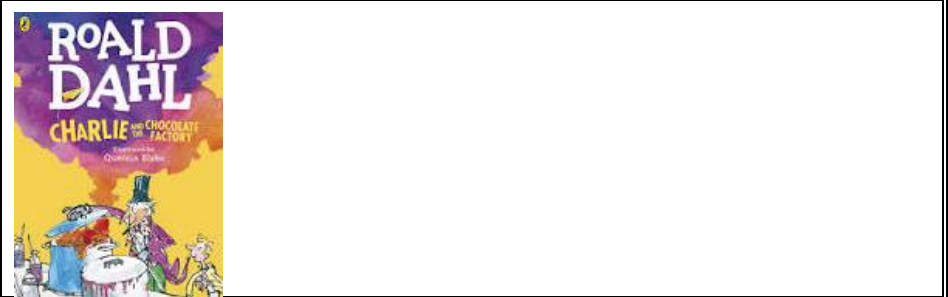
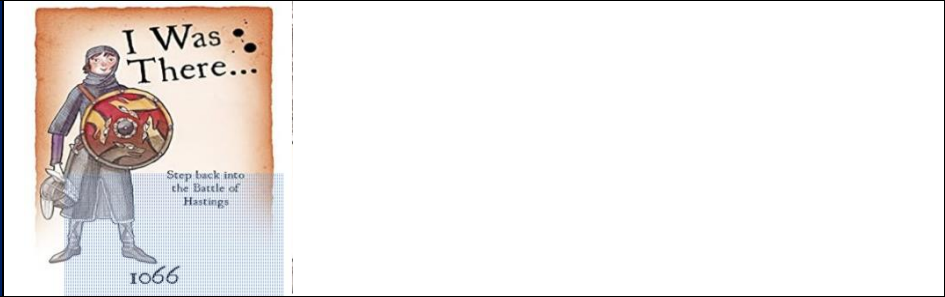
Term Autumn

Love to Read texts



Term Spring

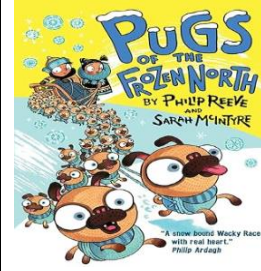
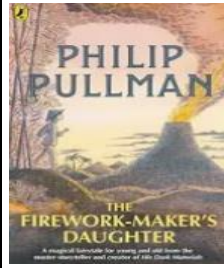
Love to Read texts



Summer

Term

Love to Read  
texts

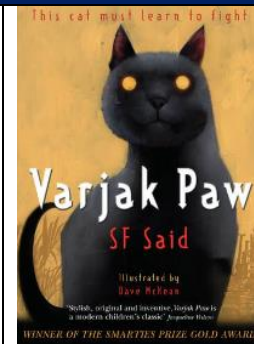
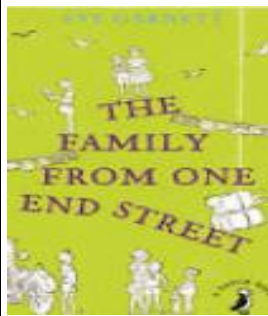


Year 3/4 ~ Base 6

Autumn

Term

Love to Read  
texts



Spring

Term

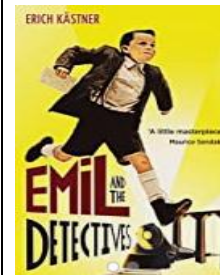
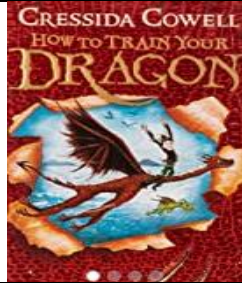
Love to Read  
texts



Term

Summer

Love to Read  
texts



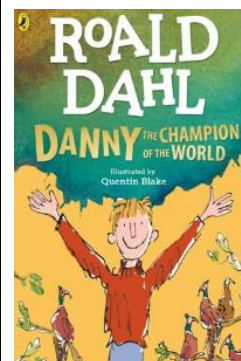
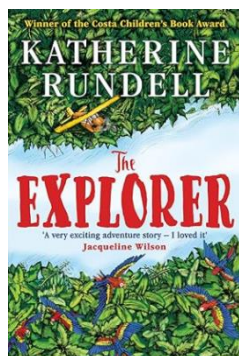


Year 4/5 ~ Base 7

Term

Autumn

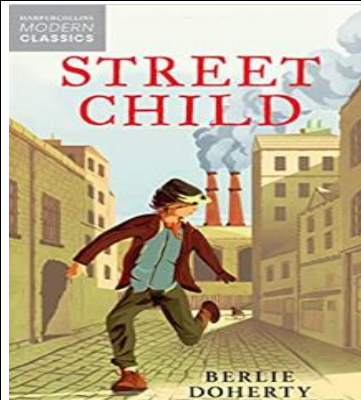
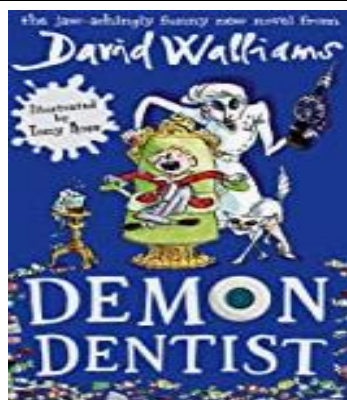
Love to Read  
texts



Term

Spring

Love to Read  
texts



Term

Summer

Love to Read  
texts

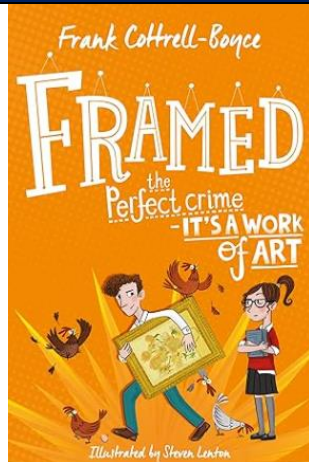


Year 5/6 ~ Base 8

Term

Autumn

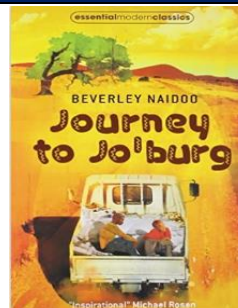
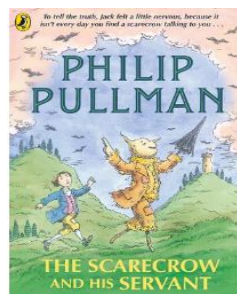
Love to Read  
texts



Spring

Term

Love to Read texts



Summer

Term

Love to Read texts

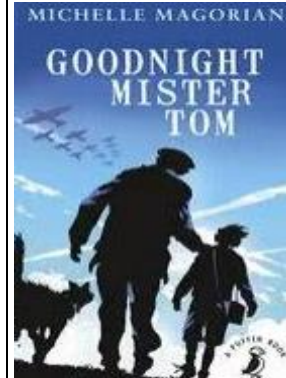


Year 6 - Base 9

Autumn

Term

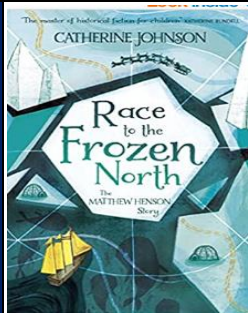
Love to Read  
texts



Spring

Term

Love to Read  
texts



Term

Summer

Love to Read  
texts

