



We all demonstrate in our actions how to be the best that we can be and make 'Flowery Field a happy place to learn'.

We believe that if learners are to be successful they need to embrace challenge and take risks as they strive for beautiful work.

Quality Text.

At Flowery Field we believe that books can inspire, challenge and spark imagination. High quality texts are accessible to all through 'hands-on and creative activities which immerse them in the books.

We believe the teacher's role is crucial in helping children to develop their love of reading. Teachers are expected to model high expectations through the sharing of a quality text.

Learning Environments

Learning environments should reflect the value the school places on reading.

Reading areas are designed to support children's reading development, giving them the tools necessary to tackle challenging texts by including age-appropriate reading strategies, supporting their book choices and enabling them to share their reading with others.

Reading walls should be displayed in each classroom, these should remain current, reflecting the teaching of specific reading strategies alongside the 'Power of Reading' journey.

Children are encouraged to choose from a carefully selected range of books. These are changed *termly* to ensure that children have regular opportunity to engage with quality texts.

Delivery

All reading sessions have a 'focus question' which makes an explicit link with the skills required to become confident and fluent readers. These questions link with the National Curriculum objectives for each year group, or Early Learning Goals for EYFS.

School recognise the value of collaborative learning, this is further fostered through whole class reading sessions (used to be known as Guided Reading), providing daily opportunity for them to develop their understanding through powerful book talk. Additional reading sessions aimed at supporting children in decoding texts and reading fluency are in place within EYFS and KS1 and as a targeted catch-up within KS2.

Children are encouraged to use all their reading skills to decode unfamiliar words and through discussion, develop their understanding of unfamiliar words. Time is invested to enable children to develop an understanding of the author's use of language.

Children develop their understanding of texts through a range of mediums: music, art, poetry and drama. Reading journals provide opportunity for children to respond to texts.

Assessment

Regular benchmarking ensures children move on quickly within the book bands and have opportunity to access challenging texts.

Children are presented with a range of challenging questions on a weekly basis, these are used to check understanding and inform future sessions. These reflect the NC objectives and the reading content domains.