# **Heytesbury School Reading Vision**

### Competency

- Be able to decode and read fluently and independently based on quality phonics instruction
- Be able to consciously use **reading skills** for a range of purposes
- Be able to make connections between texts
- Be able to articulate responses to texts in speech and writing
  Be able to explore writer's style and intent

# Able to access vocabulary in order to comprehend ironment upge of tigr 2 and 3

#### Language Rich Environment

- Be exposed to a range of tier 2 and 3 vocabulary in all areas of the curriculum, and through quality texts
- Develop a common language to explore texts
   Be pre-taught vocabulary to access texts and ideas about texts to develop a deep and rich vocabulary
- Explicit teaching of synonyms and etymology to support decoding, comprehension and writing

Have an interest in and enjoyment of language

- Have the chance to become immersed in
- imaginary worlds
- Use texts to inspire and model good writing
   Use of texts to make connections with
- Foundation subjects
  Use of texts to explore 'bis
- Use of texts to explore 'big ideas' —link to PSHE strands, character, educating the whole child
- Have opportunities to take part in reading enrichment experiences

## Intent

- To enable pupils to become readers for life, with the understanding that reading is the key to future success.
- To provide pupils with the reading competencies to access and explore texts; a language rich environment to support reading and writing skills, and a culture which promotes a love of reading to engage and inspire pupils to want to succeed in those two areas.
- The three areas link to produce readers for life who:
  - > are encouraged to have an interest in and an enjoyment of language;
  - > are then able to access vocabulary in order to understand and appreciate texts;
  - > enjoy sharing considered opinions and can explain ideas in texts in an articulate way.