

Hollington Primary Academy Reading Strategy

At Hollington Primary Academy we have a shared vision to inspire all of our children to have a love of books and reading. As well as being a fundamental skill, reading allows us to discover new things; expand our vocabulary; develop our imagination and, sometimes, escape into another world.

Getting Ready to Read

At Hollington Primary Academy, we use DERIC (Decode, Explain, Retrieve, Interpret, Choice) as a strategy to support early readers.

Before children start to read, we share books with them to show them 'how books work' by showing them the title, how the text moves from left to right, how the words give further meaning to the pictures. We discuss the book with the children, asking them to **explain**, **retrieve** and **interpret** what has been read to them. As they progress to beginning to read, we add **decode** and discuss the author's **choice** of vocabulary or punctuation.

Engaging in Reading

As the children begin to learn to read, by following our phonics scheme, we continue to encourage discussion around the text - using context to find meaning, predicting, whole word recognition, inference, links with other texts and own lives and the author's choices of vocabulary and sentence structure.

As the children become more competent readers, they move onto twice weekly taught sessions of reading using RIC (retrieve, interpret, choice) as a short input for each session. On other days, the children's reading is encouraged and nurtured through independent reading related tasks in their reading journal, library time, a class chapter book shared daily, 1-1 reading, guided reading and book clubs.

Reacting to Reading

As an Academy, dedicated to creating a love of texts and reading, our whole curriculum is designed around quality texts following the CLPE's 'Power of Reading' ethos. The children engage with these texts through all areas of the curriculum and are encouraged to respond, draw conclusions and make judgements.

