



Intent – We aim to move children on from Chirton...



Having acquired the skills to be able to read at an age appropriate level, developing a wide bank of vocabulary in the process.



Exposed to a wide variety of literature and have developed a love of reading.



As confident and articulate speakers who read aloud with clarity and expression.



Remaining passionate about reading and writing having been inspired to develop the power of imagination.



Talented in their application of their age appropriate spelling, punctuation and grammar.



Implementation – How do we achieve our aims?

Systematic approach

In EYFS and KS1 we use a systematic synthetic phonics programme called '**Little Wandle**' which is supported by a comprehensive scheme of reading books provided by **Collins Big Cat Letters & Sounds**. All children have daily phonics sessions where they participate in speaking, listening and reading activities that are matched to their current needs and programme.

Daily reading practice

In EYFS and KS1, all children read aloud daily during phonics or group/ whole class reading and throughout other subjects. In addition, the lowest 20% are targeted and have an intervention in place to ensure they read more frequently with the teacher or with other adult support. In KS2, the emphasis is on comprehension as the expectation is that by the end of Y2, children will have a higher level of fluency when reading. However, targeted support is provided for those children who are not yet fluent. These children are heard daily and use targeted interventions such as echo reading and speed read. Termly checks are made each term to ensure children continue to make progress in their reading, with reading for pleasure being timetabled to listen to an adult 1:1, with a particular focus on the lowest 20%.

Support to catch up

Teachers continue to use formative and summative assessment to keep a continuous over-view of the progress children are making; using these opportunities to support those children being a key part of provision. Children are challenged and additional support put in place where needed. For those children requiring additional phonics intervention, sessions are carefully planned for by assessing their individual gaps with teachers using '**Little Wandle Keep Up**' to support.

Access to appropriate books

We value the importance of reading with family at home to help further embed the reading skills taught in school. Therefore, in EYFS and KS1, books are closely matched to children's phonics teaching and abilities and are sent home each week. Further 'reading for pleasure' books are chosen by children to be read to by parents and to enjoy. In KS2, books in the class reading zones offer a wide breadth of books that offer children the opportunity to enjoy a range of genres, themes and texts. Children are helped to choose appropriate reading texts which are appropriately challenged for them, with a book banded system being used from Y2 onwards.



Implementation (continued)

Clearly structured lessons

Whole Class reading lessons in Y2-6 are structured to allow children to develop as competent readers who can discuss and record their level of understanding of texts read. Reading lessons are centred around the key skills of comprehension (reading content domains) with **Reading Vipers** being referred to. All children are exposed to a wide range of texts, genres and diverse themes within sessions.

Reading for pleasure opportunities

To develop and foster a love of reading, we ensure that there is time within the curriculum for children to read for pleasure. Teachers encourage children to read, model reading and celebrate all children. Children can use book zones in each class and the new library area. Through adult support, children are encouraged to make new choices about the types of texts they read, with children recommended books to each other. High quality books that reflect the diversity of our modern world are available in each class and these are often shared at spare opportunities or within workshops.

Strong vocabulary development

Through the use of high quality text and extracts which are carefully chosen and planned across the term and year, children are exposed to new vocabulary which is further explored and developed; teachers provide opportunities to explore definitions of new words and encourage links to be made between these words and known words.

Reading across the curriculum

Teachers provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotional literacy.

Essential storytime

As a non-negotiable, all children listen to a class story daily- this is a key part of our day and provides the opportunity for children to listen to challenging texts which they may or may not be able to access themselves. These books are carefully chosen to cover the **5 plagues** of reading and form the basis of our Whole School Reading Spine.

Reading Spine

A whole school reading spine has been created, in conjunction with the **5 plagues of reading**, with new books being added to reflect the current change in reading habits and world events and themes. This spine, along with other books that have been chosen by the children, appear on our **Virtual Library**, allowing children to listen to extracts from their favourite stories at home.

Home reading

Home reading is an essential part of a child's journey on being a fluent and confident reader. In recognition of this, emphasis is put on children reading a minimum of 3 times a week with it being recorded in their Learning Logs. To help encourage all children, in particular those most reluctant to read, prizes and certificates are awarded each week. Teachers carefully track the number of reads of each child, with teachers speaking to parents to help further parental engagement at home if needed. Children on banded books are checked regularly, moving the children onto the next reading level when needed.

Impact: How will we know we have achieved our aims?

By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure

Children read for meaning and for pleasure, staff enthusiastically share texts and show themselves as readers, with parents and visitors actively supporting us.

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons and beyond.

A high number of children achieve the expected standard or higher and through targeted intervention, those who find reading challenging are helped to catch up.

Reading Strategy



Early Years– Decoding

Children need to learn to read as quickly and as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable, through ensuring

we maintain pace, practice and participation by all children. Children who are not keeping up with their peers are given additional practice immediately through keep up sessions.

Little Wandle programme provides a progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes are practiced in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.



Pre-school

We value reading highly and although not officially linked, we forge strong links with pre-school. Teachers share stories with them and invite pre-schoolers into school to learn phonics in the spring and summer term. The use of the library is actively encouraged.

Reception		New Tricky words
Autumn 1	Phase 2 graphemes	is I the
Autumn 2	Phase 2 graphemes	put pull full as and has his her go no to into she push he of we me be
Spring 1	Phase 3 graphemes	was you they my by all are sure pure
Spring 2	Phase 3 graphemes	Review all taught so far
Summer 1	Phase 4 graphemes	said so have like some come love do were here little says there when what one out today
Summer 2	Phase 4 graphemes	Review all taught so far

Year 1		New Tricky words
Autumn 1	Review Phase 3-4 graphemes Phase 5 graphemes	Review Phases 2–4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Autumn 2	Phase 5 graphemes	their people oh your Mr Mrs Ms ask could would should our house mouse water want
Spring 1	Phase 5 graphemes	any many again who whole where two school call different thought through friend work
Spring 2	Phase 5 graphemes	once laugh because eye
Summer 1	Phonics screening check review	<i>No new tricky words</i>
Summer 2	Phase 5 graphemes	busy beautiful pretty hour move improve parents shoe

Comprehension



Children in EYFS and Year 1 are given regular opportunities to apply the phonics they have learned to reading fully decodable books. The phonic progression in these books match the progression of Little Wandle Letters and Sounds Revised. Reading practice sessions take place at least three times a week. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory.

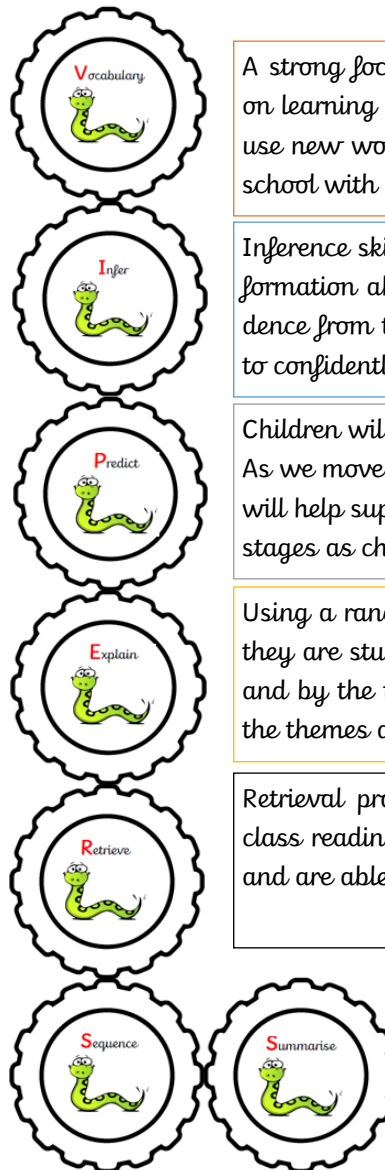
The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody – reading with meaning, stress and intonation
- comprehension – understanding the text.

The reading practice sessions have a clear structure:

- Pre-read: Revisit and review
- Reading practice: Practise and apply
- Review: Pacey review of any misconceptions and explanation of what is expected for home reading

From Faith Class, children are taught comprehension skills during Whole Class Reading sessions. Reading lessons are centred around the key skills of comprehension (reading content domains) with **Reading Vipers** being referred to.



A strong focus is placed on vocabulary acquisition with each session beginning with a focus on learning new language. Using their decoding skills, children are empowered to discuss and use new words with the vocabulary becoming more challenging as children move through the school with children

Inference skills are explicitly taught alongside the other skills, as children continue to infer information about a piece of text. Children are encouraged to support their answers using evidence from the text so by the end of KS2, children are well practiced in this skill and are able to confidently infer details from a range of genres and texts.

Children will be able to confidently predict what might happen using information from the text. As we move on through the school, children are able to identify key elements of the text which will help support their ideas and thoughts. This skill is used throughout the curriculum and key stages as children are actively encouraged to think more deeply about what might happen.

Using a range of diverse texts, children are taught to explain key aspects of the written word they are studying. They are required to think about the author's choice of words and phrases and by the time they are ready to transition to secondary school, are confident in explaining the themes and patterns that develop across a piece of text

Retrieval practice is embedded throughout the curriculum and is explicitly taught in whole class reading sessions. Children are able to pick out key information across a range of genres and are able to record this in a way that is suitable for their age.

Having learnt the language of chronology, children are able to sequence events within a story, find the beginning, middle and end and verbally explain and justify the order.

In KS2, children are taught to summarise a range of texts, learning how to select the key components and put this into a succinct summary, verbally and in the written form.

Reading for Pleasure

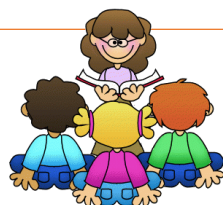
Reading Areas

To develop and foster a love of reading, we ensure that there are inspirational reading spaces throughout the school. Children can use book zones in each class and the new library area. The new library pod has been expertly designed to provide an inviting space where children can access high quality texts and during timetabled opportunities. Our Reading Ambassadors are instrumental in developing these areas.



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Aspirational events

Throughout the year, a timetable of events support and promote the enjoyment and love of reading. Championed by our Reading Ambassadors, we hold the popular World Book Day, author visits, Reading Café themed sessions for the whole family and Stories with Santa. We have a community book exchange, Readers in Residence and various in class activities throughout the year for all children to enjoy.



Community

We see ourselves as readers and as such, set up a community book exchange where children, parents and teachers are encouraged to share books, thus increasing 'book talk' amongst families. Teachers discuss their favourite books with the children and are seen reading for pleasure.



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