

Reading Strategy DNA

INTENT

Our vision for reading is for all our children to develop a love of reading and use reading skills to connect themselves with each other, their community, society and the world. We know that being an expert reader unlocks better life chances and closes the gap for children who experience disadvantage. Reading is a right for all not a privilege for a few. All our children get the best possible start by securing early reading skills through our phonics programme Read Write Inc. From here, all our children use their decoding skills to develop comprehension skills and broaden their understanding of the world through age-appropriate texts. Our children are inspired to value reading. Through the strategy we ensure all children have reading confidence so they are ready for the next stage of their education.

We use a systematic approach to teaching reading that is built around the principles of the simple view: word reading (Read Write Inc phonics) and comprehension (Scarborough's reading rope) This reading sequence begins in EYFS with prioritising decoding through explicit teaching of phonics and book talk. In Year 2, children engage in high quality book talk about age-appropriate texts. This is priority after children have completed their RWInc. programme, although book talk through develop a more in-depth understanding of quality texts and extracts linked to their curriculum theme through whole class reading that using an 'improving inference' teaching sequence.

Our teachers know that reading a broad range of texts is a key component to using reading to develop a rich knowledge and understanding of the word. We ensure that throughout all our provision, teachers build reading relationships with children, offering recommendation and links to other authors. In doing this we are preparing for the next stage of their education.

WHAT WE DO

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| 1. Daily reading | Read Write Inc Moving to guided reading (Y2) Daily whole class reading (KS2) Book talk and discussions about text throughout the writing sequence |
| 2. Children read to daily | Class reading book – reading spines |
| 3. Reading for Pleasure and love of reading | Libraries Competitions Challenges Reading cafes |
| 4. Reading Records | Reading records checked in school once a week |
| 5. Independent reading time | Opportunities to read a book of their choice in school |
| 6. Reading at home | Children read at home at least 5 times each week (signed by parent/adult at home) |
| 7. Reading in every lesson | Reading rich classrooms and lessons |
| 8. Keep up and catch up reading in KS1 | Additional support One to one reading Interventions Targeted support Inclusive teaching during reading lessons |



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| 9. Keep up and catch up reading in KS2 | Additional support One to one reading Interventions Targeted support Inclusive teaching during reading lessons |
| 10. Reading equity | High quality texts SEND/PP heard daily Reading, story clubs Targeted story telling |
| 11. Oracy | Framework Vocabulary instruction Cultural Capital Communicating knowledge and understanding of the world Connecting to the world and being brave changemakers |

IMPLEMENTATION

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| Reading in EYFS and KS1 | <ul style="list-style-type: none"> • Follow RWInc scheme of phonics teaching each child in Reception and Yr1 has a daily, 25 minute phonics lesson, following the teaching sequence. • In Yr2, children access a balance of both phonic and spelling punctuation and grammar (SPAG) lessons based on their individual needs and attainment. • Reception and Y1 children are taught in small phase groups, based on regular assessments so that children’s learning needs are accurately matched to the correct provision. • Small phonic sessions or interventions. • At the end of Year 1 children have to take the national Phonics Screening check which tests children’s phonic knowledge. • Children are required to read real and non-sense words, applying the skills they have learnt. • Any child that does not complete the phonics programme will continue learning phonics throughout Year 3/4 during interventions. <p>In year 2 reading is taught by focusing on reading strategies to develop the skills necessary to progress from early reading and RWInc phonics in EYFS and KS1. Children are able to discuss their understanding in book talk sessions, increasing their understanding of texts through the six reading skills of retrieval, inference, prediction, sequencing, explanation and exploring new vocabulary (VIPERS)</p> |
| Reading in KS2 | <p>Children will receive daily whole class reading session where they will be taught specific reading comprehension skills.</p> <p>Children will use VIPERS to help them talk about these key elements of comprehension.</p> <p>Children will also have the opportunity to work independently to practice the skills they have been taught in more formal reading assessments.</p> <p>Within our sequence there is also time given to reading for pleasure. Children will be able to share their favourite texts, make independent choices, share recommendations and enjoy time in the school library.</p> |



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To continue our focus on reading for pleasure in KS2, teachers will read a story from the *Reading Spine* or a book linked to our Connected Curriculum to the whole class every day.
There are opportunities to read in EVERY lesson (including Maths, Geography, History, Science etc)

READING SPINES

Reading Spine KS1

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

Reading Spine KS2

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

<https://www.booksfortopics.com/wp-content/uploads/BooksForTopicsYear3List.pdf>

<https://www.booksfortopics.com/wp-content/uploads/BooksForTopicsYear4List.pdf>

<https://www.booksfortopics.com/wp-content/uploads/BooksForTopicsYear5List.pdf>

<https://www.booksfortopics.com/wp-content/uploads/BooksForTopcsYear6List-1.pdf>