

# Reading

## SHAKESPEARE PRIMARY SCHOOL



**To be reviewed:** every 3 years

**Governor Committee Responsibility Assigned To:**  
Curriculum

**Adopted by Governors:** Sept 2023

**Amended and Reviewed by:** WM/KS/ST Sept 2023

**Approved by Governors:** Sept 2023

## **Intent**

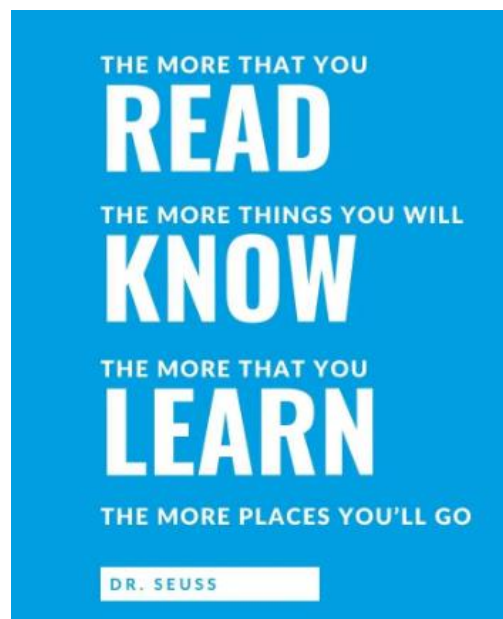
At Shakespeare we believe high-quality reading experiences are at the heart of every subject and how the school moves children from learning to read to reading to learn! When children are taught the necessary skills and crack the 'Reading Code' as soon as possible, they are able to access the full curriculum.

As a school, we aim to harness a love of reading that inspires and engages. We aim to develop imaginations therefore opening up a treasure house of wonder, joy and knowledge whilst inspiring curious minds. We know that in a mono-cultural school such as ours, we must ensure that our choice of reading material reflects the multi-cultural and diverse society that exists in Britain today.

Through the use of a wide range of texts, we immerse children in vocabulary-rich learning environments that teach children the skills necessary to actively participate in book talk, enabling them to develop literacy, a love of reading, creative writing and excellent communication skills. We know this is vital for learning and in the future.

### **Our aims in reading are to ensure our Shakespeare children:**

- Become confident and fluent readers who read with accuracy, automaticity and understanding.
- Enjoy and develop positive attitudes towards reading and appreciate our rich and varied literary heritage;
- Develop a range of strategies to support their reading e.g. phonetic, graphic, syntactic and contextual.
- Are able to self- correct and make sense of what they are reading.
- Understand the key reading skills; retrieval, prediction, inference, vocabulary, sequencing and summarising.
- Acquire a wide range of vocabulary and are able to identify, discuss and select the authors choice of vocabulary, can summarise and are able to make detailed comparisons in reading.
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others, participating in debate and performing.
- Actively take part in discussion and questioning in order to elaborate, clarify and develop their understanding.
- Are exposed to a broad and rich range of fiction and non-fiction texts and can confidently apply the essential reading skills to answer and ask their own questions based on what they have read.



## Implementation

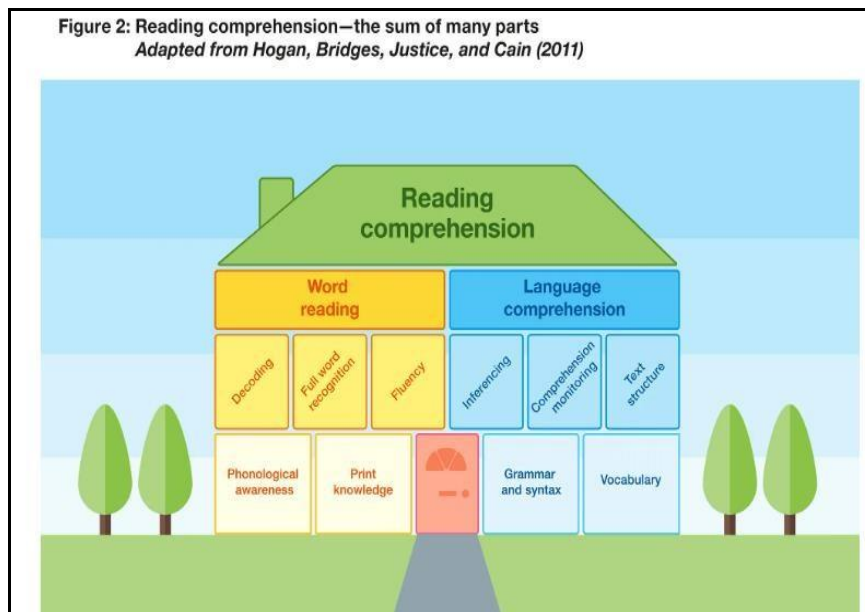
At Shakespeare, the teaching of reading focuses upon two dimensions: word reading and language comprehension. Our reading vision reflects comprehensive research, which includes the work of the EEF findings; this includes evidence on the impact of the 'Reading Comprehension House'. The Reading Comprehension House model supports our vision and illustrates that word reading and language comprehension are underpinned by a number of other building blocks of reading.

Based upon these findings, we have carefully designed a reading curriculum that values and is shaped upon the importance of:

- exposing our children to a wide range of vocabulary
- provide opportunities to listen and understand
- teach key strategic reading strategies, enabling our pupils to become fluent, confident and accurate readers.

As a school, we also believe in the power of reading and how reading a wide range of texts can expand horizons and develop our learners into globally aware citizens. Our children are taught to read using a wide range of reading resources, topic-specific and age-appropriate texts. Furthermore, explicit links are made with our school's writing approach to ensure reading is meaningful and purposeful resulting in better outcomes in both reading and writing.

***"We know that readers become writers and writers become readers."***



[https://www.youtube.com/watch?v=CEPD4txSUpE&t=48s&ab\\_channel=EducationEndowmentFoundation](https://www.youtube.com/watch?v=CEPD4txSUpE&t=48s&ab_channel=EducationEndowmentFoundation)

## Progression of Skills

At Shakespeare, the progression of skills and learning objectives derive from National Curriculum objectives and the Lancashire KLIPS. These are designed to ensure that each year group builds on the learning of the previous years, thus building on core knowledge and progression in reading.

At Shakespeare, we strongly believe that each year group is integral to a child's journey in becoming a confident and fluent reader, as all year groups provide the next building block of a child's knowledge and understanding. *(See Key Learning in Reading and Progression Document)*

## The Shakespeare Reading Approach

Our approach to teaching reading ensures that time is designated teach and focus upon the strategic aspects of reading. The model below illustrates the key foci of how teachers plan and deliver our reading curriculum.



### Phonics

Across EYFS and KS1, we place a huge focus of word reading and decoding. This is supported by our strategic approach to teaching Phonics using the RWI scheme. Phonics underpins the teaching of early reading and continues throughout Key Stage One and into Key Stage Two, where necessary. As children learn the complex skill of reading, we help develop skills of word recognition, reading fluency and making sense of a text. Throughout the day, the children are given lots of opportunity to practise and consolidate their decoding skills, building into fluency. ([See RWI Phonics Policy for how we teach Phonics across school](#))

### Spelling

Once children are confident in phonics and have acquired the necessary skills to read decodable texts at an age-appropriate level, they move on to the Spelling Shed scheme. Children, in key stage two, access at least one spelling lessons per week and this approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning. The carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition. We value the role spelling has on the reading process and provide additional opportunities throughout the week to consolidate and practice spelling e.g. use of the Spelling Shed app and within English starter activities.

***According to language and literacy expert Catherine Snow, 'Spelling and reading build on the same mental representations of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading'***

## Speaking and Listening

To promote understanding, engagement and enjoyment of texts, drama, debate and discussion activities are incorporated regularly into the teaching sequence. We place a huge emphasis on performance and speaking aloud. Woven into our curriculum, the children are given the opportunity to experience and engage in a mixture of poetry and story performances. We aim to create a dialogic learning environment where children develop effective communication skills in readiness for later life. ([See Teaching and Learning Policy for our dialogic approach to teaching across school](#))

## Vocabulary

One of the core drivers in our reading approach is the importance of understanding and using vocabulary. We understand the importance of being word aware; having a rich, ambitious, broad vocabulary is fundamental for learners to succeed. We know a rich knowledge of vocabulary allows learners to experience the world around them. It is our aim to cultivate 'word consciousness' in every child!

In our school, we believe in explicitly teaching new vocabulary and ensure this is continuously revisited. To achieve this, we use the '**SEEC Model**' within the reading and writing sequence to directly teach 'Tier Two' words.

***Tier 2 vocabulary is made up of the ambitious, challenging words learners might find through their academic journey, but that don't always appear in regular conversation. A Tier 1 word, such as 'turn', could be levelled up in academic contexts to the Tier 2 term, 'rotate'.***

This approach enables teachers to expose our children to rich vocabulary opportunities, improves their interest, fosters curiosity and develops their ability to read fluently and fully grasp a text. In turn, this increases understanding of grammar, sentence structure and allows readers to infer and make connections based on what they have read. These words build essential skills allowing our children the ability to be able to communicate, understand and use language in a variety of situations with confidence. In our school, we recognise that we have an important role to play in the development of 'word consciousness'. We believe, when we explicitly teach learners the ambitious language they need, we allow them to learn through literacy, for life.

## **What does the 'SEEC Model' look like in our classrooms?**

<b>Select:</b>	The teacher selects appropriate words from the text/extract that they will use during the weekly reading and writing lesson.
<b>Explain:</b>	Children are exposed to new words and take part in discussion to unpick the meaning. They are taught to say the word and use it orally in a sentence. Teachers address misconceptions and clarify through provide a child-friendly definition.
<b>Explore:</b>	Teachers explore to prompt 'word depth' and evoke 'word consciousness'. Teachers will use a range of strategies at this point: <ul style="list-style-type: none"><li>• Teachers will explore more examples of the word in use</li><li>• Use pictures or videos to illustrate</li><li>• Make links with common word families</li><li>• Explore the etymology and morphology</li><li>• Identifying synonyms and antonyms</li></ul>
<b>Consolidate:</b>	Children need repeated exposure to the word. Therefore, children at Shakespeare are actively encouraged to use and apply these words in context through their speech and writing. These words will be displayed and are continuously retrieved at various points to further embed. Making them stick!

Teachers use the S.E.E.C model alongside a multitude of graphic organisers such as ‘Word Maps’ to introduce and explore new vocabulary.

Word Class: noun ● adjective ● verb ● adverb ● other

Definition

Used in a sentence

synonyms

antonyms

The word is...

Define

Draw

This sentence shows how it can be used.

Synonyms:

Antonyms:

**VOCABULARY WORD MAP**

Definition in Your Own Words

Synonyms

VOCABULARY WORD

Use It Meaningfully in a Sentence

Draw a Picture of It

Alongside the explicit teaching of Tier Two vocabulary, our children are continuously exposed and immersed in a language rich environment.

*This table details some of the specific strategies we use at Shakespeare to achieve this.*

EXPLICIT TEACHING OF NEW VOCABULARY (TIER 2)	Exposure To a Rich Language Environment
<ul style="list-style-type: none"> <li>• <b>Phonological Awareness – RWI</b></li> <li>• <b>Spelling rules, etymology and morphology – Spelling Shed</b></li> <li>• <b>Colourful Semantics (for all)</b></li> <li>• Pre-teaching vocabulary prior to reading and curriculum sessions</li> <li>• Reading lessons unpicking vocabulary (Vocabulary Victor)</li> <li>• Knowledge Maps</li> <li>• <b>Explicit teaching of specific vocabulary using S.E.E.C Model</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Structured talk (Speaking and Listening activities, Collaboration)</b></li> <li>• Word banks</li> <li>• Thesaurus</li> <li>• Being rich in story</li> <li>• Pre-teaching of vocabulary in lessons (activate prior learning)</li> <li>• SPAG.com</li> <li>• Retrieval Practice</li> <li>• Working Walls e.g. Topic Vocabulary, Synonyms, Word Families</li> </ul>

**Tier 3 Vocabulary:** To support this model, children are continuously encouraged to explore the meanings of unfamiliar words and key vocabulary linked to other curriculum subjects and knowledge maps. This enables us to expose our children to Tier Three vocabulary which is content specific. A key factor in children using newly learned vocabulary words is being in classroom environments that encourage active discussions amongst children and teachers. Teachers plan opportunities at the start of lessons to introduce, retrieve, recall, discuss and collect vocabulary.

**Recap activity**

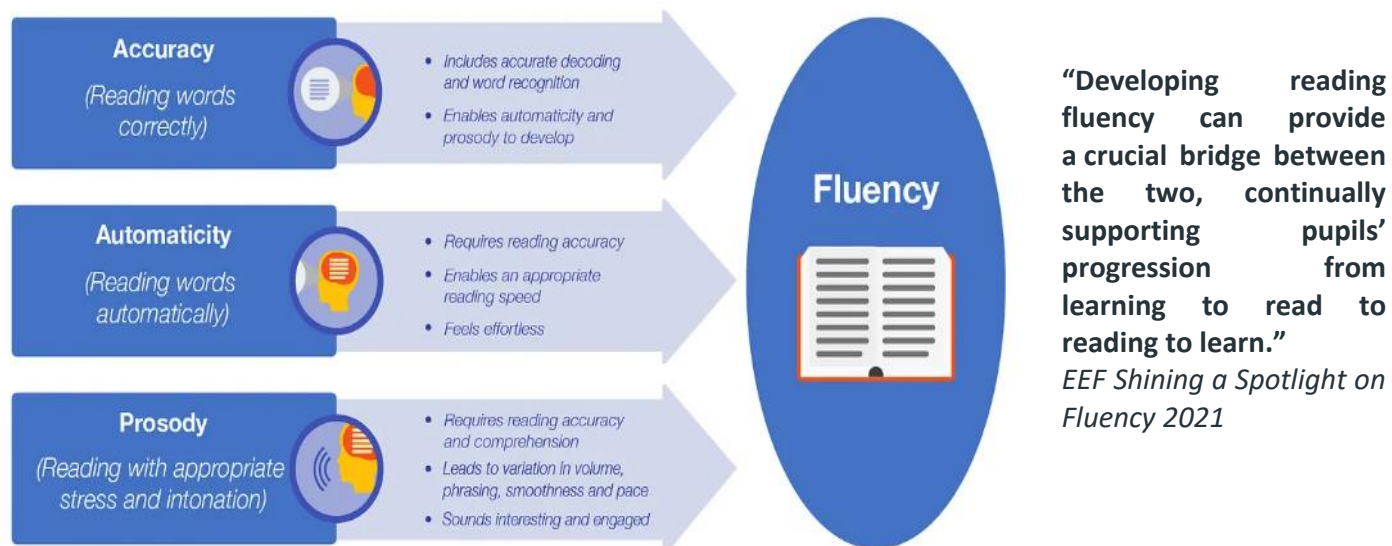
With your learning partner, **create definitions** for the words below.

Word	Definition
archaeologist	
artefact	
prehistory	

Share your definitions with the class. Let's check the definitions on the next slide!

## Fluency

Research suggests that a lack of fluency limits comprehension. Therefore, we encourage fluency practice throughout the day where teachers expertly model fluency through appropriate use of pace, expression, punctuation and phrasing – all important features of effective prosody. At Shakespeare, we have adopted the **'Reader's Theatre'** recommended by the EEF to deliver this model. This model provides motivational opportunities for pupils to re-read a text many times; increasing accuracy, automaticity and prosody. This approach is not only used in whole-class sessions, but it is used regularly with small groups and 1:1 with daily readers to help close the gaps in reading.



Fluency practice is most important when children are first learning to use decoding skills. As children’s reading fluency increases, the amount of fluency practice decreases. Alongside the Reader’s Theatre, we use paired reading and repeated reading to model fluency and build automaticity. We encourage children to read along (where words and phrases are accessible for them) and to read with good prosody. We understand the impact that rehearsing and performing together can have on fluency. Therefore, within our approach to teaching fluency, we ensure that our children regularly take part in singing songs, performing poetry, speeches, monologues and playscripts.

### What is the Reader’s Theatre?

1. The adult reads the selected passage of the class text aloud as an ‘expert model’ of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.
2. Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement and use of punctuation.
3. Children work in pairs or triads. Each group may:
  - have the exact same short section of text, or
  - a longer section might be split into short sections
4. In their groups, children read their section aloud, echoing the initial reading by the adult and use collaborative feedback to help each other to improve.
5. In their pairs/triads children make a **close reading** of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer’s use of language and consider characterisations.
6. Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.

To support fluency in EYFS and Key Stage 1, children are grouped depending on their phonic/ fluency progression. Children take a copy of their RWI decodable ‘group book’ home with them on the third day of the teaching sequence along with a matched decodable book. The aim of taking the RWI ‘group book’ home is to provide the children with opportunities to rehearse and consolidate their understanding of green and red words increase fluency.

## Close Reading

At Shakespeare, we implement close reading strategies to develop the children's understanding of what has been read. Close reading takes place at various points throughout the week, within and outside of the reading lesson and across the wider curriculum.

This strategy forms part of our reading approach and is used within reading lessons and involves the sustained, detailed analysis of a short text or extract. This focuses on the development of word knowledge, background knowledge and text knowledge through **DEEP DISCUSSION**.

It involves the repeated reading of a text whereby the first read gives an overall sense of the text, and subsequent reads involve the discussion of particular themes, vocabulary choices, literary devices, plot points or anything else worth of discussion. This is also applied within foundation subject lessons too.

## Comprehension

Teaching the essential reading skills are fundamental in our strategic approach to delivering 'Our Shakespeare Reading Curriculum'. To support this approach, we have adopted the 'Comprehension Dogs' and these are used across EYFS, KS1 and KS2.

Teachers plan, tailor and deliver comprehension lessons where all children are taught the essential reading skills. This ensures our children develop a variety of strategies to construct meaning, such as predicting and questioning strategies. These are carefully linked to our Shakespeare Curriculum offer, progression of skills, the National Curriculum and Lancashire KLIPs objectives.

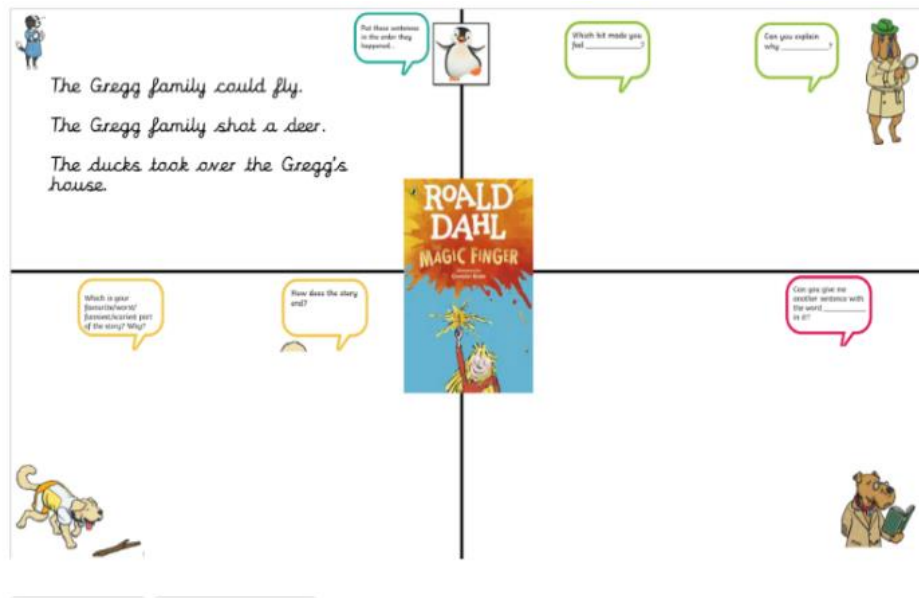
### **What does this look like in EYFS and Key Stage 1?**

We ensure that children have the opportunity to read a range of stories, poems and non-fiction. Our text choices aim to reflect the diversity of the world we live in. Texts are shared every day in all classes both as part of our broad and balanced curriculum and through engaging story times thus developing comprehension skills and our children's love of books and reading.

Comprehension skills are developed through the use of our Comprehension Dogs and high-quality discussion of texts as a whole class and in small groups. Within EYFS and KS1, the children begin to acquire the key reading skills of prediction, retrieval, summarising, inference and vocabulary.



Reading sessions involve the teacher reading aloud and modelling key reading strategies to the children. The children take part in high-quality discussion of the text, focusing on the development of listening comprehension, word knowledge, background knowledge and reading enjoyment. The child's central role in this type of reading is to listen carefully, retrieve information, explore vocabulary, make predictions and ask and answer key questions. This aims to enable children to derive and clarify the meaning from what they hear whilst building enjoyment of reading for a purpose. This model is embedded within the RWI sequence and in our discrete reading lessons.



As the children become more confident, fluent and independent, they may answer written comprehension individually, in pairs or as part of the 'Chilli Challenge' approach. Teachers pose a variety of questions at an age-appropriate level linked closely to the reading skill they are learning. This approach enables our youngest children in school to gain confidence and experience in answering written comprehension whilst developing their independence.

[\(See our Phonics and Early Reading Policy for further details.\)](#)

### What does this look like in Key Stage 2?

Children in Key Stage 2 continue to build on word reading and decoding with a focus on reading words containing a variety of prefixes and suffixes. They develop a bank of strategies to enable them to work out unfamiliar words and are encouraged not to solely rely on phonics.

We continue to use the 'Comprehension Dogs' to build on key reading skills in keeping with previous learning and year group objectives in reading. Children in Key Stage 2 develop and broaden their reading skills and knowledge of prediction, retrieval, summarising, inference, vocabulary, authors choice, comparing and commentating.



## Children in KS2 will learn to:

- Give or explain the meaning of words in context (what does the word mean in this particular case).
- Retrieve and record information or identify key details from fiction and non-fiction.
- Summarise main ideas from more than one paragraph.
- Make inferences from the text or explain and justify inferences with evidence from the text.
- Predict what might happen from details stated and implied.
- Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.
- Identify and / or explain how meaning is enhanced through choice of words and phrases.
- Make comparisons within the text.

During the comprehension lesson, children will explore new vocabulary and the key reading skills are explicitly taught. We value the power of talk, critical thinking and close reading which forms a significant focus within our lessons. This means our lessons offer ample opportunities for children to develop success criteria, collaborate, share ideas, ask and answer both oral and written questions linked to the reading domains. To support independence, we use a range of comprehension question stems as a stimulus to promote active questioning, discussion, construct meaning and develop deeper comprehension.

### Rex Retriever might ask...

Where is the story set?

How does the main character look/behave/speak?

When is the story set?

Where would you find a section about \_\_\_\_\_?

Can \_\_\_\_\_ have more than one meaning?

What does the word \_\_\_\_\_ mean?

What did \_\_\_\_\_ do when \_\_\_\_\_?

Where did \_\_\_\_\_ go?

Find a word or phrase which tells us how the character is feeling.

Where in the book would you find \_\_\_\_\_?

Who are the key characters in the book?

What happened at \_\_\_\_\_?

Describe...

Which paragraph tells us \_\_\_\_\_?

Which section tells us \_\_\_\_\_?


Where does the story take place?


When did the story take place?

What did (s)he/it look like?

Who was (s)he/it?

Where did (s)he/it live?





Alongside the weekly reading lesson, teachers plan additional reading opportunities and interventions to ensure that children are able to revisit and consolidate key reading skills e.g. shared reading, Reader's Theatre sessions, small group or 1:1 reading support, precision teaching, 60 second reads or CGP comprehension.







## Differentiation and Challenge

### Child- Led Discussion and Questioning

Child-led discussion and questioning is essential to our unique approach. We know when children are active in their learning and are given opportunities to collaborate, discuss and question they acquire a deeper comprehension and understanding of what has been read. This approach enables our children to demonstrate a high level of independence, resilience, challenge and motivation whilst promoting a rich child-lead reading culture. This mirrors our aim to create motivated, resilient, collaborative, independent and active learners at Shakespeare.

### Self-Differentiation through the Chilli Challenge

As appropriate within the reading lesson, the children access a wide range of question types linked to the comprehension dogs and teachers provide well planned and thought-out questions using a variety of true/false, multiple choice, who, what, where, why and prove it questions. These can be presented in a variety of ways and teachers make use of self-differentiation to support this (developing metacognition and self-regulation). This is monitored closely through effective formative assessment and our marking and feedback approach.

 	1 mark <u>Extract Four</u>															
Which sentence <b>best</b> describes how the boys are feeling in this extract? Tick <b>one</b> .  They are nervous. <input type="checkbox"/> They are excited to have a mother. <input type="checkbox"/> They don't want Wendy to be there. <input type="checkbox"/> They are scared of Peter. <input type="checkbox"/>																
 	1 mark <u>Extracts Three and Four</u>															
<table border="1"> <thead> <tr> <th></th> <th>Fact</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>The Lost Boys are scared of Peter.</td> <td></td> <td></td> </tr> <tr> <td>The Lost Boys wear fur.</td> <td></td> <td></td> </tr> <tr> <td>They build Wendy a house.</td> <td></td> <td></td> </tr> <tr> <td>Wendy is kind to them.</td> <td></td> <td></td> </tr> </tbody> </table>			Fact	Opinion	The Lost Boys are scared of Peter.			The Lost Boys wear fur.			They build Wendy a house.			Wendy is kind to them.		
	Fact	Opinion														
The Lost Boys are scared of Peter.																
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 	2 marks <u>Extract Four</u>															
How do you know the boys are desperate for a Mother? Use <b>P&amp;E</b> in your answer.																

### Point and Evidence

Throughout UPKS2 children are taught to identify evidence in the text to prove their answers. This is built upon, through the use 'Point & Evidence'. Within reading lessons, teachers expertly model this and provide the children with P&E sentence stems to guide and scaffold their responses. The children are encouraged to present their evidence/ideas though both verbal and written forms which help them to convince and justify their ideas using what they have read. We believe this enables them to fully comprehend the meaning of what they read whilst building confidence.

### KS2 P&E



<b>Point</b>	In my opinion ..... From reading the extract..... The writer uses ..... We can see from the text ..... Compared to ..... Firstly, ..... Secondly, ..... Finally, .....
<b>Evidence</b>	We know this because ... This can be seen .... It is outlined by..... The impression this provides..... This implies ... The Author states ..... An example to prove this is ..... This makes you think ..... The evidence for this is ..... This has been used because ... This suggests ..... This is effective because ..... For example ..... This makes the reader feel ..... In paragraph..... On page.....

## **Intervention**

As part of ongoing assessment, teachers identify children who are falling behind the expected standard and plan extra intervention that is appropriate to their next steps in reading.

- Small group or 1:1 Catch up RWI Phonics
- Small group or 1:1 Shared/Close Reading
- Small group or 1:1 Reader's Theatre
- Precision Teaching
- Pre-teaching Vocabulary
- Colourful Semantics
- RWI Tutorials/ Lessons (These are also shared with families via Dojo)
- Spelling Shed
- Lexia
- 60 Second Reads
- GCP Comprehension
- Bedrock Vocabulary
- Personalised resources may also be produced and sent home for further

In addition to this, to close the reading gap, children reading below their chronological age will become 'daily readers' and access regular reading intervention which meet their individual needs.

## **Marking and Feedback**

Children are given high-quality feedback within reading lessons in order to move learning on. Teachers will quality mark reading as appropriate, in line with our marking policy, and ensure the marking code is followed. Teachers ensure marking is tailored to individual next steps and purposeful links to the L.O and success criteria are made. This provides a wealth of opportunities for the children to clarify, prove, explain or provide further evidence to support their answers. Teachers model how to improve answers and continuously reinforce '*Point and Evidence*' to ensure depth of learning is achieved.

## **Reading for Pleasure and Wider Reading**

Research shows that reading for pleasure can promote better health and wellbeing, aids in building social connections and relationships with others and is associated with a range of factors that help increase the chances of social mobility. Reading is a huge part of our curriculum and it is used across all subjects to immerse, empower and inspire children in their learning. Our carefully developed year group curriculum plans make meaningful links to reading across all year groups and the wider curriculum.

### **1. Class Reader**

Reading is placed in high regard by all staff and children are encouraged to talk about texts; share their likes and dislikes on the books they read through class sharing sessions. At Shakespeare, we build a love of reading through a carefully chosen range of class readers. Children explore a range of genres and authors, plots and themes of a range of modern and historical classics; develop a deeper understanding of characters and the wider world; opportunities for the children to explore the world and the people around them through carefully chosen themes underpinned by British Values and SMSC themes.

*[\(See list of Class Readers Overview\)](#)*

Reading aloud builds important foundational skills, introduces vocabulary, provides a model of fluent and expressive reading and helps children to recognise what reading for pleasure is all about. Each day, teachers read aloud to their classes using books from their class library or class novels. These sessions offer a vital opportunity for teachers to model reading strategies, expose children to a higher level of language, take part in high-quality discussion and broaden their comprehension skills. Within these sessions, the use of the Kindle App allows every child the opportunity to read along and to ask questions relating to new vocabulary.

## 2. Authors and Visitors

We provide a multitude of opportunities which allow our children to explore and discover new texts and authors. During the year, authors and visitors are invited into school to share their experiences, tell stories to children and celebrate the joy that storytelling brings.

## 3. Assemblies, Themed Days and Events

We value taking part in national initiatives to bring reading alive and hold regular whole-school events to promote reading for pleasure. Throughout the year, we participate in 'World Book Day', 'National Poetry Day', young writer's competitions and have close links with our local library. In addition to this, we often invite theatre companies in, children perform at the local theatre and are given various opportunities to perform for an audience.

## 4. The Library

Children access the school library regularly and enjoy choosing from a wide array of texts. The library gives all children the opportunity to select a book and take it home to share with their family. They are encouraged to make personal choices and read a range of fiction and non-fiction books that interest them- we know when children select books that interest them, they become fully immersed and inspired to read more. Our school library offers all children the opportunity to select a book and take it home to share with their family. Children are encouraged to discuss their choice of book and make recommendations for their peers .e.g. through the creation of book reviews.

## 5. Class Library/ Daily Reading in Class

Teachers continuously promote reading for pleasure and ensure a broad range of texts and genres are available for the children to select from. Teachers celebrate reading through our class library and recommended reads.

## Parental Involvement and Workshops

We know parents play a critical role in supporting their children and evidence shows that learning outcomes are enhanced when parental involvement is sustained and focused. We support our parents with this through regularly sharing key information and key learning on our Class Dojo. Reading tips and question stems are shared yearly with parents. In addition, we provide yearly parent workshops in reading and phonics.

Examples of some of the workshops which we offer throughout the year:
In EYFS and Key Stage 1 families are invited into school to participate in 'Come Read with Me' sessions. These sessions promote a love of our favourite class stories. Children are able to invite a family member in and share with them their favourite stories from their class readers/ story box.
Throughout the year, we offer phonic workshops and drop-in sessions for all EYFS and Key Stage 1 families. These involve a brief discussion about the skill of reading with families and then the opportunity to 'play' some phonic games with their child.
'Shakey Heroes' initiative is delivered each year with EYFS and Year 1 boys to encourage male members of families to engage with boys in their learning. This is as a result of historic data which shows boys are less engaged with reading than girls. Each week the children take home a bag which includes phonics activities, story books and a gross motor activity resources. After having four activity bags, a competition is held after school. The children and a member of their family compete against each other in a series of gross motor activities. The winners receive a prize and runners up receive a certificate.
To support KS2 parents, we deliver reading workshops to inform parents on SATs expectations and key learning in reading .e.g. How to support comprehensions skills at home/questioning strategies.

## Home Reading and Homework

We promote wider reading and celebrate books in all that we do and we set ambitious expectations for reading at home. Every child has a reading book that is sent home each night and children are expected to read 5x a week. These books are changed at regular intervals.

Our Home Reading Offer	
RWI Decodable Texts	Children who are accessing phonics move through the Read Write Inc programme. They access books that are closely matched to the phonic ability. These books support the sounds and words that they are learning in their RWI sessions. As part of home reading, children in EYFS and KS1 may receive phonics sound cards, word cards, RWI tutorials and other phonics based activities to complete.
Book Bands	When children are fluent in phonics and move on from the RWI scheme, they progress onto our book banded options. Children will select a book from the band that is closely matched to their reading ability. We offer a wide range of books which are taken from a variety of sources and complement each band. Children have access to OxfordOwl which also provides the children with an extensive range of online texts at a banded level.
Free Reader	Once children reach a reading age of 12 years plus, they become a 'Free Reader' and move onto reading their own choice of books. A large choice is available in school and children are encouraged to read from their own personal libraries of books at home.

In KS2 and in some KS1 year groups, children are set weekly Spelling Shed activities and may be given a 60 second read or other additional reading homework to support their confidence and development in reading. Children in Year 3 are expected to access Bedrock Vocabulary as an additional reading support.

In addition, teachers engage and motivate children to read at home, through sharing links to stories, websites, phonics and other reading opportunities. In addition to this, we often create our own reading videos to enable our children to hear stories being read by staff and pupils.

## Assessment

Assessment in reading is ongoing and conducted daily through a range of AFL strategies. Teachers continuously track progress in reading through a range of formative and summative assessments. The children use RAG cups and a range of exit slips within reading lessons to evaluate their own learning and understanding of what they have read. This informs future planning, enables teachers to identify children who require intervention and supports children to make accelerated progress in reading.

- In EYFS and KS1, RWI assessments are used to ensure children are accessing books at the correct band for them.
- The assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, so that targeted support can be given immediately
- Where appropriate teachers may use past Phonics Screening Check resources to track progress.
- Precision teaching is used to monitor progress in sight vocabulary for LA readers.
- In KS1 and KS2, children are assessed using the Salford and Schonell reading tests each term and their reading quotient is used to establish their reading 'band'.
- Each term, all KS2 children are assessed through the relevant NFER and SATs papers where relevant. These will be differentiated to meet the needs of all learners. Teachers use NFER tests results to determine any weaknesses and plan lessons accordingly with each lesson having a specific focus. These results are tracked and reviewed by class teachers which inform the teaching sequence and next steps in reading.
- Teachers track reading progress of year group Common Exception Words (CEW) termly.

At the end of each full term, teachers will make a summative judgement and provide each child with a year

group level. Where appropriate PIVATs may be used.

- WTS
- WTS+
- EXS
- EXS+
- GD

All assessments, including scores on summative tests, are tracked on our school tracking system 'Sonar' throughout the year. These are monitored by SLT, phase and subject leaders termly. As part of our assessment process, teachers take part in moderation sessions throughout the year to ensure judgements are consistent across school and increase teacher confidence. In addition, the Teacher Assessment Framework is used in Year 2 and 6 to assess and make statutory judgements at the end of Key Stage 1 and 2 in reading. Children's progress in writing is reported through parent's evenings and End of Year Reports. Children's progress in reading is reported through our annual parent's evenings and End of Year Reports.

### **Impact**

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced. Through the teaching of systematic phonics and reading enquiry, our children will become fluent and confident readers who can apply their knowledge and experience to a range of texts throughout the curriculum.

- *Children will use a range of strategies for decoding words, not solely relying on phonics.*
- *Children will have well developed comprehension skills which they can apply across the curriculum.*
- *Children will understand and use high level vocabulary.*
- *Children will have a good knowledge of a range of authors, genres and text types.*
- *Children will take part in discussion, develop a leading role and collaborate in reading lessons.*
- *Children will develop a love of reading!*