



BERROW PRIMARY
Church Academy

Reading At Berrow



'Reading makes all other learning possible'
Barack Obama

At Berrow, we believe that developing a life-long engagement with books, and wider literature, is essential for each child to achieve their best across all aspects of the curriculum.

We want to ensure that every child leaves primary school with a deep love of books, enjoyment for reading and a thirst for knowledge. We know that developing children as life-long readers is a fundamental entitlement for every child as reading opens the door to opportunities. Reading is a journey that starts with children learning to read and develops into children being able to read in order to learn. We are committed to ensuring our children get off to the best start in education through reading.

We believe that every child can learn to read and can develop a love for reading – with the right teaching and encouragement from enthusiastic, knowledgeable teachers. In order to achieve this, we place reading at the heart of our curriculum and have developed a clear and coherent whole school approach for teaching the skills of reading and promoting reading for pleasure.

To achieve an environment in which children love reading, we invest in regular staff training, practise time and continuous coaching, so that all staff are able to deliver high quality provision.

We give time for all children to read independently and for pleasure within the school day. We invest in quality resources that meet the needs of our context, covering a range of genres.

We teach reading through three separate strands which are all interlinked; reading for pleasure, fluency and comprehension.

Reading For Pleasure

We aim to create a culture where literature creates awe and wonder and books are valued and loved by everyone in our school community.

Where reading for pleasure is prioritised, we endeavour to grow a generation of children who have the independence, stamina and desire to seek new ideas, lines of enquiry and fantasy through literature. Every day, children take part in a 10 minute DEAR Session (Drop Everything and Read) at the end of lunchtime.

In line with our curious enquiry led curriculum, we have carefully chosen fiction and non-fiction texts linked to foundation subjects that are displayed throughout the school and made accessible for children to deepen their knowledge and understanding of what they are learning.



Fluency

We understand that in order to love reading, children need the skills to access texts with automaticity and fluency. At Berrow, we follow the Ruth Miskin – Read Write Inc Phonics Programme, which is a systematic, synthetic and rigorous approach to teach decoding and word recognition skills from the moment a child starts their reading journey with us in early years. The teaching of fluency skills goes well beyond phonics and word recognition and we continue to explicitly teach children to become fluent readers through structured fluency sessions and continuous modelling. We know that teaching reading fluency leads to improved comprehension and this, in turn, contributes to develop a long lasting love for reading.

Children's fluency is assessed based on their word count per minute. This enables staff to identify which children are not reading at their age expected fluency pace.

There are three main parts to reading fluently. These are **accuracy**, **automaticity** and **prosody**.

	<p>Accuracy – decode and read words accurately.</p>
	<p>Automaticity – reading words without sounding out. Not too fast or too slow.</p>
	<p>Prosody - the rhythmic and melodic aspects of speech. It is reading with good expression, intonation, including pitch, tone, volume, and emphasis on certain words.</p>

We read fluently to **understand** what we are reading.



Comprehension

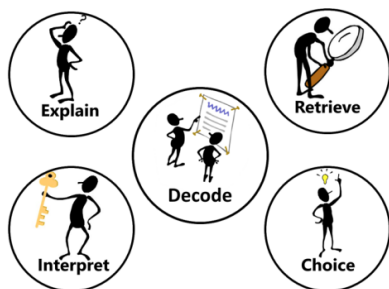
In order to be competent readers who can confidently access and enjoy texts, children must be explicitly taught strategies to help them to fully understand what they are reading.

We teach comprehension through a carefully curated progression of skills so that children can access texts for both pleasure and information. Comprehension sessions have a specific focus on a particular content domain taken from the National Curriculum reading framework. During the RWI programme, children are taught comprehension through talk through questions and are independently taught to apply these skills.

Teachers model the skills needed to answer these types of questions and allow children time to practise these with guidance. Children then work independently to answer a range of comprehension questions, including those which focus on the skill taught in that lesson.

Children are taught comprehension through the discrete teaching of DERIC reading skills.

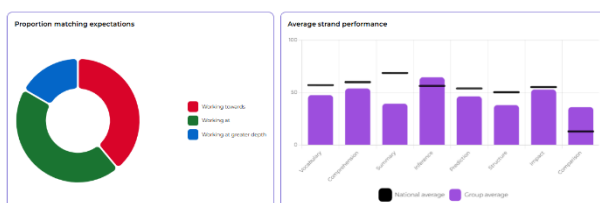
- **Decode:** Word Reading
- **Explain:** Discussing vocabulary in context and discussing understanding of whole texts
- **Retrieve:** Finding Information in the text
- **Interpret:** Inference skills with a emphasis on using evidence
- **Choice:** Focus on author's choice of words and layout



Teachers at Berrow have a strong grasp of the National Curriculum and a clear understanding of what children of different ages should achieve.

Assessing Reading

Teachers assess the children against the EYFS profile, the end of KS1 and end of KS2 National Curriculum frameworks. Termly RWI assessing takes place for all children across each stage of the RWI programme – RWI phonics and Fresh Start. Use of PIRA reading comprehension assessments allow teachers to assess children's attainment throughout the year. Teachers use these assessments to inform lesson planning and support children in key areas identified from assessments through question level analysis.



Home School Partnership

We recognise that a strong home-school partnership, with shared reading values, is an essential factor in every child's successful reading journey.

We ask families to support our reading aims and vision by reading, talking about and enjoying books with their child, at least three times a week.

In order to achieve this, we offer family workshops such as 'phonics in action' as well as training videos to enable families to confidently support their children with reading at home. We provide our children with high quality books to take home and enjoy with their families.

We are also regularly invite families to join in with our reading café's to strengthen our home school reading partnership.

Reading across the curriculum

'Reading, an open door to an enchanted world'
Francois Mauriac

Across the curriculum, children are exposed to a range of literature to enhance and deepen their understanding of key concepts.

During each learning enquiry, a variety of books are displayed and shared with children, which they are encouraged to read.

In addition, as part of our PSHE curriculum and approach to 'No Outsiders', children are exposed to a range of texts that promote equality, diversity and inclusion. [Visit the Berrow website for more information](#)

Phonics Scheme

At Berrow, we are dedicated to enabling our children to become enthused, engaged and successful readers. To achieve this, we implement structured daily phonic lessons where phonetic knowledge is developed. We use the Read, Write, Inc programme to deliver a highly successful, rigorous reading programme, which is carefully matched to the National Curriculum. Children progress through 3 sets of sounds, allowing them to learn the essential 'building blocks' of words to help them read and spell with greater fluency.

Early reading takes place across our school for 40 minutes per day, 8.50-9.30am.



Children are taught in small groups by our early reading teaching team who have all had specific and specialised training in RWI.

All of our RWI lessons are taught using a consistent and repeated approach.

- **Revisit** the phonemes (sounds) already learned
- **Teach** new phonemes and graphemes
- **Practise** new phonemes learned
- **Apply** the new phonemes by reading and writing words
- **Assess** the new knowledge

All staff who teach using the RWI programme have had training to give them the skills, knowledge and confidence to plan, deliver and assess phonics to a high standard. Training is delivered fortnightly during 'practise time' and termly through the lens of phonics development days led by external experts. These training days provide opportunities for teachers to ask specific questions regarding any challenges they are facing, monitor children's progress and identify any gaps required to ensure our children stay on track.

Staff are very clear on progress expectations and which sounds children are expected to know by each half term.

Throughout Reception and KS1, children are assessed formally each half term by the reading leader and placed in specific focus groups which means that children's individual needs for phonics are constantly reviewed and evaluated.

Daily observations and formative assessments of children's phonic knowledge, coupled with a robust assessment approach each half term, ensures children are given the correct book which is carefully matched to their phonic understanding, and the acquisition of sounds which have been taught.

This means children are issued with the correct home reading book for them to enjoy, gain confidence in and consolidate the learning that takes place in school.

In EYFS, they are taught how to recognise and write the sounds that each individual letter makes, identify the sounds that different combinations of letters make and then blend these sounds together from left to right to make a word. Children can then use this knowledge to 'decode' new words they hear or see.

In KS1, children learn set 2 and 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound ('graphemes'). This enables children to become more confident with not only their reading, but also spelling and the development skills which are transferrable across the curriculum.

In Year 1, there is a greater emphasis on the reading of the sounds, whereas in year 2 this progresses by using the graphemes more in spelling. After completing the programme, Year 2 move towards our whole class reading approach.



Every Child Matters

At Berrow, every child matters and those children who still need support with phonics and early reading during Early years/KS1 and beyond, will be supported using Fast Track Tutoring and Fresh start programmes to ensure they become successful readers.

What is Fast Track Tutoring?

We believe that 'rigorous keep-up reduces catch up' and therefore we provide all children who require further support with learning to read between Reception and Year 4 with fast track tutoring.

Fast Track tutoring provides children with a 1:1 or 1:2 speedy sound session to help fill any sound gaps. These sessions take place for 10 minutes daily.



What is Fresh Start?

Fresh Start is a systematic synthetic phonics programme for struggling readers aged 9 – 13+. In primary schools, it is for children who:

- are reading below age-related expectations
- have missed schooling or are late arrivals into school
- are new to the UK education system
- are learning English as an additional language.



Fresh Start builds children's reading accuracy, fluency and stamina in less than 25 minutes a day. Children make as much as two years' progress in only two months. Children requiring fresh start tutoring receive this a minimum 3 times per week. **We believe in giving children the best possible chance to succeed in reading before they move up to secondary school.**

Reading Scheme

To help children to progress, aspire and experience challenge throughout their reading journey, we use Accelerated Reader once children have completed the Read Write Inc Scheme of learning to monitor children's progress.

Accelerated Reader assigns children a reading 'range' based upon their current reading level and motivates children to read more through engaging quizzes, goal setting and personalised recommendations until they become a free reader and are able to choose any book they'd like to read. As children increase their reading volume, they develop greater reading stamina, fluency and comprehension skills.

	Colour/Level
RWI Texts	Sound Blending Books
	Group A
	Group B
	Group C
	Ditty
	Red
	Green
	Purple
	Pink
	Orange
	Yellow
	Blue
	Grey
Pandora Texts (accelerated reader)	White (2.6 - 3.5)
	Lime (3.6 - 4.2)
	Brown (4.3-4.7)
	Grey (4.8.-4.9)
	Free Reader (5.0+)

In addition, children visit our library weekly to choose their reading books and are given the opportunity to take home a reading for pleasure book.



Timetabling

Preschool

Whole class reading for pleasure	Daily
Phonics and fluency	Daily – Fred Games, naming pictures and letter sounds
Songs and Rhyme	Daily



Reception and Key Stage 1

Phonics is taught daily across Reception and Key Stage 1 each morning until children move towards whole class reading in Year 2 during the Spring Term.

Whole class reading for pleasure	Daily
Phonics and fluency	Daily Speed sounds embedded daily Lowest 20% daily tutoring
Comprehension and Vocabulary	Reception – talk through stories KS1 – Talk through questions and additional independent practice

Key Stage 2

The teaching of whole class reading involving each strand; comprehension, fluency and vocabulary is taught across key stage 2 for 40 minutes each day.

Whole class reading for pleasure	Daily
Reading Comprehension and vocabulary	2:3 or 3:2 ratio - flexibly planned
Reading Fluency	e.g. 2 reading comprehension/vocabulary lessons and 3 reading fluency lessons
Fast Track Tutoring	Daily Phonics
Fresh Start – Phonics	Lowest 20% - 3-5 times a week
Tutoring - PIRA – Comprehension /Fluency	Lowest 20% 2-3 times per week



Little Learners Preschool



Reading for Pleasure

Nursery rhymes and Storytime

The main focus in our preschool classroom is reading stories and rhymes to develop help children's language. Our preschool practitioners carefully plan the nursery rhymes and stories throughout the curriculum to help build children's confidence, love for stories and oral rehearsal.

Role play together

Once the children know a story, they are given the opportunity to retell, act out and role play the story.

Reading through play

Exciting and engaging books are chosen as a stimulus for learning throughout the setting to provide an opportunity for children to experience a wide range of picture books, poems and rhymes. In addition, our Little Learners annually celebrate National Story Telling Week and World Book Day.



Fluency

Our youngest learners start their fluency journey through the teaching of early phonics in preschool. Before learning Set 1 sounds we;

- Play 'Fred games' - speaking like Fred helps children to understand that words are made up of sounds. Use Fred Talk throughout the day to help children practise blending sounds together. (Fred only speaks in sounds and helps to teach out children to decode and blend)
- Practise using 'pure sounds'
- Use Fred talk to teach oral blending
- Teach children to name pictures

Fred Talk



In the term before our children start Reception we;

- Teach a new sound every day for approx. 15 mins
- Start teaching children to blend in small groups once all children can read all the single letter set 1 sounds speedily

Comprehension

In Little Learners, book talk sits at the heart of our provision. During a book talk session, the children will listen to a series of high quality, well-loved picture books, use puppets and retell the story. Using our carefully planned questions, we promote discussion of the setting, characters, plot and vocabulary during key worker time and provision.



Home school partnership

From the very start of our children's journey, we aim to develop a strong home school partnership to develop children's love, curiosity and wonder for literature.

In Little Learners, we run a 'lending library', providing all children with the opportunity to take books home to read with their families. We also invite our families in regularly to attend reading cafés and send exciting activities home such as a 'reading bingo' to help reading for pleasure at home as well as in school.

	Term 1 What is in my house?			Term 2 What do I celebrate?			Term 3 What can I make?					
P r e s c h o o l		Only one of you by Linda Kranz		My Magic Family- Lotte Jeffs and Sharon Davey		Supertato carnival catastrophe- Sue Hendra and Paul Linnet		Mog's Birthday- Judith Kerr		The enormous Turnip- Irene Yates (ladybird story)		Three Little Pigs- Nick Sharratt
		The Toymaker - Martin Waddell and Terry Milne		Oliver's vegetables by Vivian French		Binny's Diwali- Thirty Umrigar		Dream Snow- Eric Carle-		Tough Trucks- Tony Milton and Ant Parker		The Elves and the shoe maker
	Term 4 What is in my Garden?			Term 5 What do I care about?			Term 6 What do I want to be?					
		The Leaf Thief- Alice Hemming.		Storm Dragon- Dianne Hofmeyr-		Forever Star- Gareth Peter		Love our earth- Jane Cabrera		I'm special, I'm me- Ann Meek and Sarah Massini		I try - Susie Brook
		Do you Love Bugs?- Matt Robertson		Hungry caterpillar- Eric Carle		Lulu gets a cat- Alanna Max		Hello Me- Dr Naira Wilson		A little bit brave - Nicola Kinneir		Who do you want to be when you grow up?
	Autumn Poetry			Spring Poetry			Summer Poetry					
	Poems/nursery rhymes: Harvest Time is Here Again I See Leaves			Poems/Nursery Rhymes: Christmas Pudding Twinkle Little Star The Firework Song			Poems/Nursery Rhymes: Crayon poem - James Carter Construction song			Poems/Nursery Rhymes: Christmas Pudding Twinkle Little Star The Firework Song		

Reception

Reading for Pleasure

In Reception, children are given the skills and resources to be successful independent readers. The texts they are expected to read are well matched to their accumulated phonic knowledge, enabling reading practice to be a celebration of what they have learnt.

Exciting and engaging books are chosen as a stimulus for learning across the curriculum.

In Reception, daily story time provides an opportunity for children to experience a wide range of high quality picture books, poems and rhymes. Children are then given the opportunity to immerse themselves in texts through role play, dressing up, story stacks and retelling of stories using puppets, masks etc. Children continue to read stories through play following on from their experience in preschool.



Fluency

In Reception, the children develop their phonics skills through a systematic and rigorous daily phonics programme, Read Write Inc.



Initially, they are taught set 1 sounds and how to recognise and write the sounds that each individual letter makes. They learn to identify the sounds that different combinations of letters make and how to blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'decode' new words they hear or see. Children use this knowledge to begin to learn to write.



Comprehension

Through class texts, and daily story time, teachers develop children's comprehension skills through book talk and expert questioning. During talk through story sessions, children develop their understanding of vocabulary and comprehension skills, including being able to retell and make predictions.

Talk Through Stories

Each week, we focus on one story. We read the story before lunch everyday so we get to know the story really well. At the end of the day, we focus on the vocabulary. We explore up to eight words from the story, specifically selected to develop the children's understanding of each word in the context of their everyday lives. The children are then encouraged to use the tier 2 vocabulary throughout the week during play and enhanced provision.

Home school partnership

A home-school reading partnership is strongly encouraged and every child has a reading record in which parents record their daily home reading. Each child's reading record will be monitored once a week with the expectation children read their story at least three times a week at home. Families are invited into school regularly to observe and learn how we teach children to read. All of our families are sent home virtual classroom links to help children further whilst continuing to develop their love for reading at home.

Reception	Terms 1 and 2			Terms 3 and 4			Terms 5 and 6					
Key Text	What makes me unique and belong?			What makes living things change and grow?			What do other countries look like?					
		Super Duper You		The colour of us by Lezette Rivera		The Tiny Seed by Eric Carle		Lifecycle - Egg to Chicken		Coming to England		The emperors egg
		The Colour Monster by Anna Llenas		Spreading by Wings by Nadiya Hussain		Where does my food come from / Oliver's Vegetables		Three billy goats gruff		Hanna's surprise		The gingerbread Man
		Family and Me by Michaela Dias-Hayes		Goldilocks and the Three Bears		The very hungry caterpillar		Jack and the Beanstalk		The sea below my toes		Dear Greenpeace
Poetry: Different but the same by Kate Williams			Poetry: Up with the dawn and the dogs and the ducklings by John Rice			Poetry: Living at the seaside by Marian Swinger						

Year 1

Reading for Pleasure

High quality, engaging books have been chosen as a stimulus for learning across the curriculum. Daily story time also provides an opportunity for children to experience a wide range of high quality fiction, poetry and non-fiction texts. In Year 1, children are given the opportunity to immerse themselves in texts through role play, book talk and retelling of stories using puppets, masks etc.

Fluency

In Year 1, children continue their fluency journey through the teaching of phonics following our Read Write Inc synthetic phonics programme. Children continue to learn set 2 and 3 sounds. This will now include learning alternate graphemes that may represent the same phoneme. Teachers regularly and robustly assess and track each child's progress in phonics and, where a child is identified not keeping up, a personalised tutoring intervention is put in place to enable every child to keep up rather than catch up.



A high-quality initial input from the adult enables the children's independent reading to be as successful as possible. The teacher tunes into each child in turn as they read giving expert support and encouragement allowing children to continue to grow into confident and accomplished readers. Books children take home are closely matched to their individual phonetic knowledge and decoding skills. These books are encouraged to be re-read three times to develop fluency, prosody and comprehension. At the end of Year 1, children's ability to decode is assessed using the statutory Department of Education phonics screening check.

Comprehension

Through class texts, and daily story time, teachers will develop children's comprehension skills through book talk and expert questioning. In 'top up' whole class reading sessions, children are explicitly taught how to answer comprehension questions using key reading skills such as retrieval.

Home school partnership

A home-school reading partnership is strongly encouraged and every child has a reading record in which families record their home reading. At Berrow, we encourage families to read to their children regularly and support our school reading culture. Each child's reading record will be monitored once a week with the expectation children read their story at least three times a week at home. In addition, families are invited to take part in 'Phonics in action' sessions to help to understand how their children are taught to read.

Children also have access to Oxford Owl (an online library)– opening up wider opportunities for reading for pleasure at home. Children are encouraged to invite families members to attend termly Reading Cafés and share books from the library.

Year 1	Terms 1 and 2 What is around me?			Terms 3 and 4 What is my village like?			Terms 5 and 6 What are things made from?					
Key Texts		Stuck by Oliver Jeffer		Night Gardener by the Fan Brothers		The lighthouse keepers lunch by Ronda and David Armitage		The Secret of the Black Rock by Joe Todd Stanton		The Tree Little Pigs		The dragon Machine by Helen ward
	Poetry		Reading for Pleasure		Poetry		Reading for Pleasure		Poetry		Reading for Pleasure	
		Tidy By Emily Gaffit		Rabbit and Bear – Julian Gough & Jim Field		Flotsam by David Wisner		The Owl Who is afraid of the Dark by Jill Tomlinson		'Hurt No Living Thing' by Christina Rossetti		Rosie Revere Engineer by Andrea Beaty
<p>WHAT IS AROUND ME?</p>			<p>WHAT IS MY VILLAGE LIKE?</p>			<p>WHAT ARE THINGS MADE FROM?</p>						

Year 2

Reading for Pleasure

High quality, engaging books have been chosen as a stimulus for learning across the curriculum. Daily story time also provides an opportunity for children to experience a wide range of high quality fiction, poetry and non-fiction texts. In Year 2, children will be exposed to longer chapter books and will be encouraged to develop their stamina for listening to, and reading longer texts. Children are encouraged to complete book reviews and recommend books to their peers. A home-school reading partnership is strongly encouraged and every child has a reading record in which parents record their daily home reading.

Fluency

In Year 2, the children continue to master their phonic and word recognition skills. Daily phonics lessons continue in Year 2 until children have completed the RWI scheme of learning. In these lessons, children are taught to read more challenging words containing a range of different prefixes and suffixes. Through whole class reading, children will receive targeted fluency teaching where there will be a focus on reading with automaticity, pace and expression. Children are challenged to read at an appropriate pace, aiming for a minimum of 90-100 words per minute by the end of KS1. Where a child has not met the expected phonics standard at the end of year 1, they will receive bespoke daily tutoring so that they can become secure. The effectiveness of these tutoring interventions is monitored termly by the phonics lead.

Comprehension

Through reading class texts and daily story time, teachers develop children's comprehension skills through book talk and expert questioning. Children are given the opportunities, in English lessons, to develop written responses to texts and characters. Alongside this, there will be opportunities for more formal and structured comprehension sessions where the children will be taught explicit comprehension skills during whole class reading sessions using DERIC strategies. The comprehension in these sessions may be based around a whole picture book, a short extract or a follow up activity based on the book from their whole class reading book. Children will be taught to record responses to comprehension questions more formally as they progress throughout Year 2.

Home school partnership

A home-school reading partnership is strongly encouraged and every child has a reading record in which families record their home reading. At Berrow, we encourage families to read to their children regularly and support our school reading culture. Each child's reading record will be monitored once a week with the expectation children read their story at least three times a week at home. In addition, families are invited to take part in 'Phonics in action' sessions to help to understand how their children are taught to read.

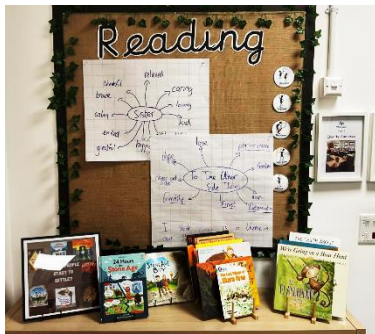
Children continue to have access to Oxford Owl (an online library) – opening up wider opportunities for reading for pleasure at home. Children are encouraged to invite families members to attend termly Reading Cafés and share books from the library.

Year 2	Terms 1 and 2 What helps living things grow and thrive?				Terms 3 and 4 What difference can a person make?				Terms 5 and 6 What will we see when we explore the world?			
	Poetry		Reading for Pleasure		Poetry		Reading for Pleasure		Poetry		Reading for Pleasure	
Key Texts												

Year 3

Reading for Pleasure

In year 3, children will be exposed to increasingly challenging picture books, chapter books, poems and a range of genres to broaden their reading experiences. After lunch, every day, the children read during DEAR time in order to develop their reading independence and stamina. Every day, children read their 'anchor text' as a class read. Children are each provided with a copy of the text to track and take part in book talk discussions.



Fluency

Children are taught discrete reading fluency skills as well as discrete comprehension skills. During fluency lessons, children are taught reading with speed, accuracy and expression and in line with our RWI Phonics teaching, teachers model prosodic reading and accurate phrasing. Children echo read and practise rereading following expert modelling by an adult. Where children are working below year group expectations, they will receive extra daily tutoring to secure decoding and fluency skills. All children will have appropriately matched banded books.

Comprehension

Through a variety of class texts and extracts, teachers develop children's comprehension skills through book talk and expert questioning. Children also have the opportunity, in English lessons, to develop written responses to texts and characters and develop and understand new vocabulary.

During whole class reading sessions, children are explicitly taught comprehension skills and will be taught to record responses to comprehension questions more formally using the DERIC comprehension strategies. The comprehension in these sessions may be based around a whole picture book or using short extracts.

Children who are not yet on track with their reading comprehension will take part in comprehension tutoring sessions weekly.

In addition, children are regularly 'quizzed' on their reading book using Accelerated Reader to further monitor and assess their comprehensive understanding and to ensure the text they are reading is age appropriate yet challenging.

Home school partnership

Throughout KS2, children are encouraged to further develop and sustain a strong home-school reading partnership. Children are encouraged to read at home at least three times a week and this is monitored by the class teacher.

Children are encouraged to invite families members to attend termly Reading Cafés and share books from the library.

Year 3	Terms 1 and 2			Terms 3 and 4				Terms 5 and 6			
	How has electricity improved life?			How did people start to settle?				How do civilisations grow?			
	Poetry	Reading for Pleasure		Poetry	Reading for Pleasure			Poetry	Reading for Pleasure		
Key Texts											

Year 4

Reading for Pleasure

Throughout year 4, children will be exposed to a range of increasingly challenging picture books, chapter books, poems and a range of genres to broaden their reading experiences. After lunch, every day, the children read during DEAR time in order to develop their reading independence and stamina. Every day, children read their 'anchor text' as a class read. Children are each provided with a copy of the text to track and take part in book talk discussions.



Fluency

Children are taught discrete reading fluency skills as well as discrete comprehension skills. During fluency lessons, children are taught reading with speed, accuracy and expression and in line with our RWI Phonics teaching, teachers model prosodic reading and accurate phrasing. Children echo read and practise rereading following expert modelling by an adult. Where children are working below year group expectations, they will receive extra daily tutoring to secure decoding and fluency skills. All children will have appropriately matched banded books.

Through class a variety of class texts and extracts, teachers develop children comprehension skills through book talk and expert questioning. Children also have the opportunity, in English lessons, to develop written responses to texts and characters and develop and understand new vocabulary.

During whole class reading sessions, children are explicitly taught comprehension skills and will be taught to record responses to comprehension questions more formally using the DERIC comprehension strategies. The comprehension in these sessions may be based around a whole picture book or using short extracts.

Children who are not yet on track with their reading comprehension will take part in comprehension tutoring sessions weekly.

In addition, children are regularly 'quizzed' on their reading book using Accelerated Reader to further monitor and assess their comprehensive understanding and to ensure the text they are reading is age appropriate yet challenging.

Home school partnership

Throughout KS2, children are encouraged to further develop and sustain a strong home-school reading partnership. Children are encouraged to read at home at least three times a week and this is monitored by the class teacher.

Children are encouraged to invite families members to attend termly Reading Cafés and share books from the library.

Year 4	Terms 1 and 2 How did the Roman invasion change life in Britian?				Terms 3 and 4 How is the natural world unpredictable?				Terms 5 and 6 How do animals survive and thrive?			
	Poetry		Reading for Pleasure		Poetry		Reading for Pleasure		Poetry		Reading for Pleasure	
Key Texts												

Year 6

Reading for Pleasure

In year 6, a broad range of literature is chosen as a stimulus for learning across the curriculum. Children will be exposed to increasingly challenging chapter books, poems and a range of genres in order to broaden their reading experiences. Teachers read aloud regularly to further instil and inspire a love of literature.

Teachers engage with the process of recommending and supporting the selection of books and should continue to monitor every child's reading journey. Reading aloud, and talking about books, at home is still very much encouraged. Children are encouraged to complete book reviews and recommend books to their peers.

In Year 6, children are given the opportunity to become librarians and to take responsibility for our school library, recommending books to peers and leading reading cafes'.

Fluency

In Year 6, staff continue ensure that fluency skills are discretely focusing on speed, accuracy and expression. Books and extracts are carefully matched to children's reading ability. Most children will by now be 'free readers' and choosing to read books from book corners, our school library, home or local library. Where children are not yet at this level, they will have appropriately matched banded books for home practise. These children will also receive extra tutoring to secure decoding and fluency skills through the Read Write Inc Fresh Start programme.

Comprehension

Through whole class texts and extracts, teachers will continue to develop and deepen children's comprehension skills through book talk and expert questioning. Children will be given opportunities, in English lessons, to develop written responses to texts and characters and develop and understand new vocabulary.

During whole class reading sessions, children are explicitly taught comprehension skills and will be taught to record responses to comprehension questions more formally using the DERIC comprehension strategies. The comprehension in these sessions may be based around a whole picture book or using short extracts.

Children will have opportunities to explore developing and answering questions in a wide range of forms: text-based responses, mark scheme reference and photo-based inference.

Teachers will use the reading comprehension progression document to ensure that pitch is sufficiently challenging. Those who require it continue to use Accelerated Reader and in Year 6, children are given the opportunity to engage in Read Theory to further build their repertoire of comprehension skills.

Home school partnership

Throughout KS2, children are encouraged to further develop and sustain a strong home-school reading partnership. Children are encouraged to read at home at least three times a week and this is monitored by the class teacher.

Children are encouraged to invite families members to attend termly Reading Cafés and share books from the library.

Year 6	Terms 1 and 2 Why must we remember?				Terms 3 and 4 Why is power important?				Terms 5 and 6 Why do we need to adapt and change?			
	Poetry	Reading for Pleasure		Poetry	Reading for Pleasure		Poetry	Reading for Pleasure				
Key Texts												

Glossary

- **EYFS** – Early Years Foundation Stage
- **KS1** – Key Stage 1 (Years 1 and 2)
- **KS2** – Key Stage 2 (Years 3-6)
- **RWI** – Read Write Inc (systematic synthetic phonics programme)
- **'Special Friends'** Special friends are a combination of two or three letters representing one sound, e.g. ck, ay, igh, oa.
- **Fred Talk**
Fred the Frog helps children read and spell. He can say the sounds in words, but he can't say the whole word, so children have to help him. To help children read, Fred (the teacher) says the sounds and then children say the word. For example, Fred says c-a-t, children say cat, Fred says l-igh-t, children say light. Teachers are encouraged to use Fred Talk through the day, so children learn to blend sounds. 2 For example: Play Simon Says: Put your hands on your h-ea-d/ f-oo-t/ kn-ee. Put on your c-oa-t/ h-a-t/ s-c-ar-f. Set the table with a b-ow-l/ f-or-k/ s-p-oo-n.
- **'Fred in your head'** Once children can sound out a word, we teach them to say the sounds silently in their heads. We show them how to do this by: 1. whispering the sounds and then saying the whole word; 2. mouthing the sounds silently and then saying the whole word; 3. saying the whole word straight away.
- **Phonics** - a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.
- **PIRA** – Progress in Reading Assessment
- **PSC** – Phonics Screening Check
- **Oxford Owl** - Oxford Owl is home to award-winning annual subscriptions and free resources to support teaching and learning in primary schools and at home.
- **Accelerated Reader** - Accelerated Reader is a digital program that helps students and teachers manage and monitor independent reading practice

Useful Links

- Oxford Owl
<https://www.oxfordowl.co.uk/>
- Ruth Miskin - Read Write Inc Virtual Classroom
<https://www.ruthmiskin.com/parentsandcarers/>
- Phonics Screening Check – Family Guidance
<https://www.gov.uk/government/publications/phonics-screening-check-information-for-parents>
- English National Curriculum -
https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf
- Early Years Development Matters -
https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf
- Early Years Framework –
https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school-based_providers.pdf
- Top Tips – Reading with your child
<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>
- Local Libraries
<https://www.somerset.gov.uk/libraries/>
- Summer Reading Challenges
<https://summerreadingchallenge.org.uk/>

