







## Challenge, Equality & Opportunity

### Reading and Phonics

#### Whole School Curriculum Intent:

<i>We can build knowledge and skills</i>	<i>We are creative</i>	<i>We are resilient</i>	<i>We understand ourselves and each Other</i>
 <p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p>	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> <div style="text-align: center;">  </div>	 <p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p>	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> <div style="text-align: center;">  </div>
<i>What does this look like?</i>			
<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics. Can build on previous learning. Can access new learning experiences. Value and enjoy success in the core subjects. Choose reading and use reading effectively. Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas. Explore concepts. Make links across the curriculum. Ask questions and are curious. Use initiative. Hypothesise and generate ideas Communicate learning. Direct own learning through range of skills. Can argue and use evidence.</p>	<p>Bounce back and try again. Try new things and take risks. Manage their own things, time and learning as appropriate. Engage with extra-curricular activities. Solve problems through perseverance. Work towards a goal.</p>	<p>Listen to others. Can work in a group and cooperate with others. Assess own success and learning. Take turns and are patient. Use manners and are polite in interactions with everyone. Can manage emotions and support others. Show respect. Are kind and begin to show compassion. Can follow the Golden Rules. Can express themselves.</p>

## Reading and Phonics Intent

### *We can build knowledge and skills*

We build a secure understanding of phonics and the ability to apply this when decoding texts.

We develop fluency and accuracy when reading.

We gain the skills to read across a wide range of curriculum areas in order to develop an extensive knowledge of the world.

We develop a deep understanding and comprehension of the texts that we read.

We learn to identify and explain the key features of fiction and non-fiction texts.

We gain a love of reading and the motivation to read for pleasure and enjoyment.

### *We are Creative*

Through our reading, we build an extensive and rich vocabulary.

We draw upon our knowledge of vocabulary in order to understand the texts we read.

We use what we have read as a stimulus for role play and drama activities to deepen our understanding of texts we have shared.

We become familiar with texts and their structure so that we can create our own.

### *We are Resilient*

We draw on what we already know to help us unpick and understand a text.

We activate prior knowledge about characteristics of texts and look for clues, prior to reading, which can help us to understand what we are going to read.

We develop strategies that we can use when we meet an unfamiliar word or concept, including: reading and re-reading, considering the context, chunking the word into recognisable parts, comparing words with other similar/ familiar words, checking the meaning of words in the dictionary.

We value discussion and are encouraged to ask questions so that we can focus on any parts of a text we did not understand or misunderstood.

### *We Understand Ourselves and Each Other*

We make links between what we have read and our own experiences.

We learn more about the lives of others through reading.

We explain our preferences, thoughts and opinions about a text.

We make inferences from the texts we read.

We consider our own ideas and respect and listen to the views of others, sometimes adapting our own thoughts on a text following a discussion.

## Reading and Phonics Implementation

At Havannah First School, we help our children to develop as readers through direct teaching of reading, as well as by an emphasis on books, reading and vocabulary in all of our teaching. Children start their reading journey with us in Reception, where a systematic phonics approach is at the heart of teaching our children to read. This continues throughout Year 1 and also beyond, for those children who might need extra practice and support. However, we know that phonic knowledge only gives children the means to say and decode words. It does not teach them what the words mean. Neither, without practice, does it enable children to read fluently and make sense of what they're reading. Therefore, in Reception and Year 1, shared stories and group reading practice sessions are a valued and important part of our daily routine.

Throughout school, 'Book Talk' - those back and forth conversations - is also essential for the deepening of understanding. 'Book Talk' helps children to explore new vocabulary, think about and discuss texts, share ideas with a group and respond to what others think. Over time, this supports children to appreciate texts of greater complexity and gradually develop the criticality they need at KS2 in order to understand key literary concepts across a wider range of texts. We endeavour to instil a love of reading in every child through our carefully chosen Havannah Reading Spine, our Poetry Spine and our many whole school reading initiatives.

### **In a phonics lesson, this is what you will see...**

The children in Reception and Year 1 have daily phonics lessons lasting for around 20 minutes. We use 'Little Wandle Letters and Sounds' to teach phonics. Please see the programme overview for the full breakdown of which sounds, skills and words are taught when:

[https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview\\_Reception-and-Year-1-1.pdf](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-and-Year-1-1.pdf)

By the end of Year 1, the expectation is that all children will have mastered the Phase 5 phonemes and will have met the threshold for the phonics screening check. Those children who don't meet the threshold at the end of Year 1 will have further phonics intervention in Year 2 and beyond. We use daily formative assessment and the 'Little Wandle Assessment Tool' to monitor children's progress and to plan next steps for children's learning. For those children who are finding phonics difficult, we have daily keep-up sessions following our phonics lessons. These enable children to go through the lessons again with focussed support. We also plan regular blending keep-up sessions for children who are not yet blending. Our phonics lessons follow the 'revisit, teach, practise, apply' model with all teachers following carefully planned lessons and using the same routines, resources and mantras. All children have an individual reading book that is matched to their phonic ability.

### **In a reading lesson, this is what you will see...**

In Reception and Year 1, children do group reading sessions 2x per week using the same book which enables them to practise the phonemes they have been learning. This is carried out in ability groups with the teachers and teaching assistants. The first of the two sessions always focuses on decoding skills and reading the tricky words in the text. The second session starts with a focus on decoding and then the teacher or teaching assistant will teach either prosody or comprehension skills. Across a half term, the children will read a balance of fiction and non-fiction texts. They will work on prosody and a range of comprehension skills. When reading a new text in Reception or in Year 1 English lessons, lessons will start with 'Book Talk' where either whole books or extracts from books are read with the children and discussed.

In Year 2, Reading lessons begin with 'Book Talk,' again using either whole books or an extract to read and discuss. Teachers will explicitly teach different comprehension skills and will pick out particular vocabulary or grammar points that they will explore and discuss. Children will then read independently to find the answers to questions set by the teacher and the teacher will work with groups of children or individuals to support them with their comprehension and if necessary, their fluency skills. Children who are still securing their knowledge from the Little Wandle Letters and Sounds programme will continue with the group reading practice session model from Reception and Year One.

As the children move into Key Stage 2, we move to a whole-class reading skills approach where a class text will be read and comprehension skills are taught and discussed orally. The emphasis moves from word reading to developing

higher level comprehension skills such as inference, analysing the effectiveness of a text and developing vocabulary. Within these sessions, our teachers model reading strategies using high quality, age-appropriate texts which are carefully selected by our staff. These are read to or with the children and provide an opportunity to teach children specific reading skills to widen their vocabulary and develop their levels of comprehension, as outlined in the National Curriculum. Questions are planned by teachers in advance to help children develop a greater understanding of a range of reading materials including fiction, non-fiction and poetry materials.

In our Key Stage 2 reading lessons, we use reading **VIPERS** (based on materials from 'The Literacy Shed') to help support our pupils to understand what a good reader looks like and how to approach answering reading questions covering the different reading content domains as outlined in the National Curriculum.

VIPERS is an acronym which stands for:

**V** – Vocabulary

**I** – Inference

**P** – Predict

**E** – Explain

**R** – Retrieve

**S** – Sequence (KS1) Summarise (KS2)

This covers the key comprehension skills in line with the content domains from the National Curriculum (2014). Reading skills lessons may focus on one or more specific question types or be more general as appropriate to the needs of the children. The mnemonic VIPERS is used to ensure children understand the purpose of questions when reading.

### **To support our lowest 20% of readers, this is what you'll see...**

Children who are working below expectation in reading for attainment or progress are our 'Priority Readers'. At the start of the school year, we assess these children for gaps in phonic knowledge and their reading and comprehension ages, to ensure they are reading texts at an appropriate level, matched to their reading ability. If gaps in phonic knowledge are found, blocks of intervention are planned to support children to fill the gaps in their knowledge. Little Wandle texts can be used to support these children to recognise words containing the GPCs they have covered during intervention sessions. Teachers, Teaching Assistants or Parent Helpers will hear these children read 1 to 1 as often as possible. Children will read their individual reading book in a quiet place. Teachers may ask adults hearing readers to concentrate on skills such as reading with expression, taking notice of punctuation and also may work on inference, deduction and prediction skills if comprehension skills are hindering progress for children. In reading lessons, these children will access the same texts as the rest of the class. Support is provided for these children in reading lessons, for example, these children may be given a simplified extract that is phonetically decodable or supported through the style of questioning used.

### **Reading at home**

Reception and Year 1:

At Havannah First School, we ensure that our home reading books are matched closely to children's developing phonic knowledge. Every week, the children bring home two books to read. One relates directly to their phonics teaching so that children revisit previously taught GPCs. It is essential that children re-read their book to develop their fluency, so, following on from two reading practice sessions in school, the same book will go home. We suggest that each book is read at home three times to help children move from overtly blending to reading with fluency and confidence. Children also bring home a sharing text. This is a reading for pleasure book selected from either their classroom library or the school library that the children can share with an adult at home.

Year 2 Onwards:

Once children are secure with their application of the phonics content and are decoding effortlessly, they will move to the next stage of our reading scheme. Teachers will assess the children regularly and children will progress through the scheme according to both their word reading skills and their comprehension. Children who did not pass the Year One Phonics Screening Check, or who are not fully secure with Phase 5 Phonics teaching will continue to read books matched to their phonic ability and will progress through these texts, in line with phonics teaching in school.

Free Readers:

As children progress through Key Stage 2 and become confident, skilled readers, they will move beyond the school's reading scheme to become an independent 'free reader'. They will choose age-appropriate texts from the free readers section of the reading scheme, the school library or class libraries which support their comprehension skills and develop their vocabulary. Children will be encouraged to read a broad range of texts, including fiction, non-fiction and poetry.

#### **During our reading for pleasure time, this is what you will see...**

Children in KS1 and KS2 will read for pleasure every day for 10 minutes. Children will choose a book that they are interested in and teachers will encourage children to read a variety of books including fiction, non-fiction and poetry. Adults in school will also read during this time in order to model good reading habits and to promote the lifelong love of reading. Teachers will discuss the books that children are reading and will ask children to recommend books to others and post on our [#HFSReads](#).

#### **During our daily stories, this is what you will see...**

In every class, children will be read to daily. In KS1 and KS2, this will usually be at 3pm. Teachers will read books from our Havannah Reading Spine or other favourite texts. These books have been specially chosen in order to ensure that our children are exposed to texts which are challenging, stimulating and exciting for the children to share. In Reception, children also listen to books from the reading spine and in addition to this, they are given two books in the morning to choose from and they are able to 'vote' for the book they would like to hear at the end of the day.

#### **Around our school to celebrate reading, this is what you will see...**

Children split into their 'Reading Families' twice a half term. During this time, they share favourite books and stories with members of another class. 'Mystery Readers' are invited into classrooms to share the daily story at 3pm. The mystery readers may be another member of school staff, family members of the children or a member of our wider school community. Children are able to access our school library fortnightly to borrow a book to read. Teachers or Parent helpers organise this and they are able to direct children to books which are suitable for them or which are linked to current topics. We have 'Reading Ambassadors' who are made up of Year 4 children who applied to become champions of reading in our school. Their role is to organise displays in the library to promote reading and to hear priority readers in Key Stage 1. We have a permanent 'Havannah Book Swap' where children and adults can swap an old book from home with a new one. We have regular book fairs which come into school and these are well supported by parents.

#### **Across the curriculum, this is what you will see...**

Well-chosen books are used to support learning in all curriculum subjects. Teachers use fiction, non-fiction and poetry books to enhance children's knowledge and to engage and enthuse learners.



## Reading and Phonics Progression at Havannah First School

R	Year 1	Year 2	Year 3	Year 4
<b>To use phonics skills to decode and develop reading fluency</b>				
<ul style="list-style-type: none"> <li>Pupils can read individual letters by saying the sounds for them.</li> <li>Pupils can blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Pupils can read some letter groups that represent one sound and say sounds for them.</li> <li>Pupils can read a few common exception words matched to the school's phonic programme.</li> <li>Pupils can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</li> <li>Pupils can sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can read accurately most words of two or more syllables.</li> <li>Pupils can read most words containing common suffixes.</li> <li>Pupils can read most common exception words.</li> <li>Pupils can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</li> <li>Pupils can sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
			<ul style="list-style-type: none"> <li>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</li> </ul>	
<b>Comprehension</b>				
<ul style="list-style-type: none"> <li>Pupils can enjoy an increasing range of books.</li> <li>Pupils can re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Pupils can answer simple questions about a text they have read or shared</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Pupils can check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>Pupils can discuss the significance of the title and events.</li> <li>Pupils can make inferences on the basis of what is</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can check that a text makes sense to them.</li> <li>Pupils can answer questions and make some inferences on the basis of what is being said and done.</li> <li>Pupils can predict what might happen on the basis of what has been read so far.</li> <li>Pupils can make links between the book they are reading and other books they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can answer questions and make some inferences on the basis of what is being said and done.</li> <li>Pupils can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Pupils can predict what might happen and make inferences from details stated and implied.</li> <li>Pupils can retrieve and record information from non-fiction.</li> <li>Pupils can justify inferences with</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Pupils can apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>Pupils can ask questions to improve their</li> </ul>

	<p>being said and done.</p> <ul style="list-style-type: none"> <li>• Pupils can predict what might happen on the basis of what has been read so far.</li> <li>• Pupils can participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Pupils can begin to locate and retrieve information through reading non-fiction texts in other curriculum areas.</li> <li>• Pupils can explain clearly their understanding of what they read and what is read to them.</li> </ul>		<p>evidence from one part of a text.</p> <ul style="list-style-type: none"> <li>• Pupils can use language, structure, and presentation of a text to identify an intended audience.</li> </ul>	<p>understanding of a text.</p> <ul style="list-style-type: none"> <li>• Pupils can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying their ideas with evidence.</li> <li>• Pupils can identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Pupils can identify how language, structure, and presentation contribute to meaning.</li> <li>• Pupils can read aloud with intonation that shows understanding.</li> <li>• Pupils can make comparisons within and across books including structures, themes and conventions.</li> </ul>
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	R	Year 1	Year 2	Year 3	Year 4
<b>The Teaching of Reading</b>					
Through Phonics	<ul style="list-style-type: none"> <li>• Pupils will participate in a whole class daily phonics session based on 'Little Wandle' – Letters &amp; Sounds Revised.</li> <li>• Teachers directly match individual reading books to each child's phonic ability through careful and regular assessment and tracking.</li> <li>• Teachers will identify any children who appear to be falling behind within the teaching session and instruct teaching assistants to deliver immediate 'Keep Up' sessions on the same day.</li> </ul> <p>Online Phonics Tracker – All children will be assessed half termly on this tracker. End of half termly expectations are used to identify any pupils on track / falling behind. These pupils will already be accessing regular 'Keep Up' sessions which have been informed by ongoing assessment within the phonics teaching sessions, in order to ensure that no child is left behind.</p>		<ul style="list-style-type: none"> <li>• Any pupils who have not passed their phonics screening check in Year 1, or are not fully fluent in reading words with the Phase 5 GPC's, will continue to have daily phonics sessions using 'Little Wandle' Keep Up Sessions to fill the gaps in their phonological awareness.</li> <li>• For these children, teachers will directly match individual reading books to each child's phonic ability through careful and regular assessment and tracking.</li> <li>• These children will be assessed half termly and this information will then inform subsequent phonics teaching and interventions.</li> </ul>		

<p>Reading Practice Sessions</p>	<ul style="list-style-type: none"> <li>• Each child is part of a Reading Practice Group two times per week.</li> <li>• Each Reading Practice group will consist of no more than 8 pupils.</li> <li>• ‘Little Wandle – Collins Big Cat’ books are allocated to each ability group in accordance with the specific phonics level which the children are working at.</li> <li>• The 2 reading sessions consist of: 1 x session focussing on pupils’ decoding skills, 1 x session focusing on prosody and comprehension skills.</li> <li>• Teachers explain things such as: Layout of the pages Structure of the book Reading from left to right</li> </ul>	<ul style="list-style-type: none"> <li>• Each child is part of a Reading Practice Group three times per week.</li> <li>• Each Reading Practice group will consist of no more than 8 pupils.</li> <li>• ‘Little Wandle – Collins Big Cat’ books are allocated to each ability group in accordance with the specific phonics level which the children are working at.</li> <li>• The 2 reading sessions consist of: 1 x session focussing on pupils’ decoding skills, 1 x session focusing on prosody and comprehension skills.</li> <li>• Children re-read texts to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Books are allocated based on a child’s ability, in accordance with the specific phonics level which the children are working at. Where enough children are working at the same level, they will be grouped for reading sessions. Alternatively, they will read 1:1 3x per week.</li> </ul>	
<p>Whole Class Shared Reading</p>	<ul style="list-style-type: none"> <li>• Most weeks, there will be a focus book that will be shared with the whole class.</li> <li>• There will be planned discussions around the texts.</li> <li>• The book will then be used as the stimulus for a range of activities throughout the week and may inform enhancements in the provision.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be a focus book that will be shared with the whole class at the start of each unit of work.</li> <li>• ‘Book Talk’ sessions are used to teach children different comprehension skills and teachers will pick out particular vocabulary or grammar points that they will explore and discuss.</li> <li>• This book will then be used as the stimulus for a range of writing activities.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be a focus book that will be shared with the whole class at the start of each unit of work.</li> <li>• Teachers will explicitly teach different comprehension skills and will pick out particular vocabulary or grammar points that they will explore and discuss. Children will then read independently to find the answers to questions set by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• During these session, pupils will be exposed to a range of high quality narrative, non-fiction or poetry texts, where all children have a copy of the same text.</li> <li>• These books are chosen carefully by the class teachers to ensure that vocabulary and sentence structures are challenging and aspirational for all pupils.</li> <li>• There will be a range of activities within the whole class reading sessions focusing on developing different skills. Some of these activities (VIPERS) will involve the pupils recording their responses to comprehension questions, whilst other activities may involve discussion around the text, drama (hot seating, conscience alley, etc) or</li> </ul>



			<ul style="list-style-type: none"> <li>This book will then be used as the stimulus for a range of writing activities.</li> </ul>	<p>focussing on specific vocabulary etc.</p> <ul style="list-style-type: none"> <li>At the end of each school day, a whole class text will be read solely for enjoyment.</li> </ul>
Common Exception Words	<ul style="list-style-type: none"> <li>Children begin to read some common irregular words, these are introduced during daily phonics sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Children read the Y1 common exception words list, noting unusual correspondences between spelling and sound and where these occur in words.</li> </ul>	<ul style="list-style-type: none"> <li>Children read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>Children read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>
Individual reading for lowest 20%	<ul style="list-style-type: none"> <li>Children identified as our 'priority readers' read one to one with either their teacher, a teaching assistant or a 'Reading Ambassador' at least once per week.</li> </ul>			
T4W	<ul style="list-style-type: none"> <li>'Talk For Writing' approaches to the teaching of reading and writing introduced from Autumn term.</li> <li>This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own stories.</li> <li>At its heart is an enjoyment in reading stories out loud and developing an understanding of rhythm, rhyme and simple story structures.</li> <li>From using this approach as one of the teaching strategies in Reception, pupils will start to learn off by heart a range of story</li> </ul>	<ul style="list-style-type: none"> <li>'Talk For Writing' approaches to the teaching of reading and writing to be included as a units of work throughout the year.</li> <li>This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own stories.</li> <li>At its heart is an enjoyment in reading out loud stories and developing an understanding of rhythm, rhyme and simple story structures.</li> <li>From using this approach as one of the teaching strategies in Year 1, pupils will start to learn off by heart a range of text structures and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>'Talk For Writing' approaches to the teaching of reading and writing to be included as units of work throughout the year.</li> <li>This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own texts.</li> <li>The structures and vocabulary learned from reading and internalising different model texts, will enable pupils to improve their own understanding of story and non-fiction writing.</li> <li>From using this approach as one of the teaching</li> </ul>	<ul style="list-style-type: none"> <li>Strategies that underpin Talk4Writing are used to further develop children's writing KS2. Children read and discuss model texts, create writing tool kits and box up planning to support their writing.</li> <li>The structures and vocabulary learned from model texts, will enable pupils to improve their own understanding of story and non-fiction writing.</li> </ul>

	structures and vocabulary.		strategies in Year 2, pupils will start to learn off by heart a range of text structures and vocabulary.	
Provision	<ul style="list-style-type: none"> <li>Children also access additional phonics activities as part of our every-day provision and enhancements.</li> <li>Additional opportunities for reading and writing are also explored in the different areas (e.g., note making in the role play area, writing shopping lists in the role play shop, etc)</li> </ul>			

### Reading for Pleasure

Daily Stories	<ul style="list-style-type: none"> <li>Children in Reception listen to at least two stories a day.</li> <li>Children will hear a range of stories and poems from a number of different authors, so that they can begin to develop a love of reading and express their opinions of the books that they are exposed to.</li> <li>Teachers choose the texts that they share with children very carefully to ensure that they include high quality, ambitious vocabulary for pupils in Reception.</li> </ul>	<ul style="list-style-type: none"> <li>Children in Year 1 listen to at least one story per day – this will usually be at the end of each school day.</li> <li>Children will hear a range of stories and poems and non-fiction texts (often linked to topics) from a number of different authors, so that they can begin to develop a love of reading and express their opinions of the books that they are exposed to.</li> <li>Teachers choose the texts that they share with children very carefully to ensure that they include high quality, ambitious vocabulary for pupils in Year 1.</li> </ul>	<ul style="list-style-type: none"> <li>Children in Year 2 listen to at least one story per day – this will usually be the whole class reading book at the end of each school day.</li> <li>Children will hear a range of high quality texts from a number of different authors, so that they can begin to develop a love of reading and express their opinions of the books that they are exposed to.</li> <li>Teachers make sure that they choose the texts that they share with children very carefully to ensure that they include high quality, ambitious vocabulary and complex structures and</li> </ul>	<ul style="list-style-type: none"> <li>Children in Year 3 and 4 listen to at least one story per day – this will usually be the whole class reading book at the end of each school day.</li> <li>Children will hear a range of high quality texts from a number of different authors, so that they can begin to develop a love of reading and express their opinions of the books that they are exposed to.</li> <li>Teachers make sure that they choose the texts that they share with children very carefully to ensure that they include high quality, ambitious vocabulary and complex structures and plots for pupils in Key Stage 2.</li> </ul>
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			plots for pupils in Year 2.	
Havannah reading spines	<ul style="list-style-type: none"> <li>Across the year, children will read all of the texts chosen for our Havannah Reading Spine. These core texts have been chosen for their breadth and they ensure that children are reading and sharing a wide range of text types.</li> </ul>	<ul style="list-style-type: none"> <li>Across the year, children will read all of the texts chosen for our Havannah Reading Spine. These core texts have been chosen for their breadth and they ensure that children are reading and sharing a wide range of text types.</li> </ul>	<ul style="list-style-type: none"> <li>Across the year, children will read all of the texts chosen for our Havannah Reading Spine. These core texts have been chosen for their breadth and they ensure that children are reading and sharing a wide range of text types.</li> </ul>	<ul style="list-style-type: none"> <li>Across the year, children will read all of the texts chosen for our Havannah Reading Spine. These core texts have been chosen for their breadth and they ensure that children are reading and sharing a wide range of text types</li> </ul>
Opportunities to develop a love of reading	<ul style="list-style-type: none"> <li>Throughout the day, there are repeated and prolonged opportunities for children to read books, share books and tell and retell stories, some of which may also be linked to current topics and themes. There are attractive story telling / role play areas in our Early Years unit with a range of books on display.</li> <li>Every week, pupils will have the opportunity to select a sharing book from our school library which they can take home and read in addition to their home school reading books. These could be fiction, non-fiction or poetry books.</li> </ul>	<ul style="list-style-type: none"> <li>Every week, pupils will have the opportunity to select a sharing book from our school library which they can take home and read in addition to their home school reading books. These could be fiction, non-fiction or poetry books.</li> </ul>	<ul style="list-style-type: none"> <li>Once a fortnight, pupils will have the opportunity to select a school library book which they can take home and read in addition to their home school reading books. These could be fiction, non-fiction or poetry books.</li> <li>At the start of the day on a Wednesday, Thursday and Friday the children will participate in ERIC – Everybody Reading in Class. The children read either a class library book, their school reading book or a school library book.</li> </ul>	
<b>Home School Reading</b>				
Reading Scheme/ Free Reading books	<ul style="list-style-type: none"> <li>Following the two reading practice sessions in school, all pupils will read the same book at home to further develop their fluency and comprehension skills.</li> <li>Parents and carers are given a guide for how to support their child when reading their phonics book in order to develop confidence and fluency.</li> </ul>		<ul style="list-style-type: none"> <li>All pupils in Year 2 who have passed the Year 1 Phonics Screening Check, will have 2 reading scheme books per week</li> </ul>	<ul style="list-style-type: none"> <li>For pupils in Key Stage 2 who are still on reading scheme books, they will have 2 books per week. Pupils will choose these independently from the level appropriate for their reading age which has been</li> </ul>

	<ul style="list-style-type: none"> <li>• These books will be changed once per week and will be selected by the class teacher, based upon the specific phonic phase that the child is working at which is identified on the phonics tracker.</li> <li>• Information on how we teach phonics and how parents/carers can support their child with phonics and reading is shared at the class coffee morning in September and this is built upon further at a phonics workshop later in the school year.</li> </ul>	<p>from the home/school reading scheme. These books will be closely matched to the individual pupil's reading ability, based on their reading age assessed using the Salford Reading Tests.</p> <ul style="list-style-type: none"> <li>• These books will be changed once per week and will be monitored by the class teacher, based upon the child's reading age.</li> <li>• Parents and carers will be provided with a detailed list of questions, which are designed to develop pupils' comprehension and fluency skills.</li> </ul>	<p>assessed using the Salford reading test.</p> <ul style="list-style-type: none"> <li>• Pupils in Key Stage 2 who have completed the reading scheme, will have independent access to free reading books. The class teacher will ensure that this is an appropriate and challenging text for the child's reading ability.</li> <li>• Parents and carers will be provided with a detailed list of questions, which are designed to develop pupils' comprehension and fluency skills.</li> </ul>
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**Closing The Gap**

<p>Keep Up and Catch Up</p>	<ul style="list-style-type: none"> <li>• Teachers and Teaching assistants will pick up on any children who appear to be falling behind within the teaching session – Keep Up (Little Wandle) intervention the same day as the phonics session – this may include children who aren't in the lowest 20%.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and Teaching assistants will pick up on any children who appear to be falling behind within the phonics teaching session. Keep Up (Little Wandle) Interventions will take place on the same day as the phonics session – this may include children who aren't in the bottom 20%. <ul style="list-style-type: none"> <li>• Pupils will have a 1:1 reading session once a week with either the class teacher, teaching assistant a parent helper or 'Reading Ambassador'</li> <li>• Lowest 20% in Year 1 are invited to join the 'Bookworms' Book Club (lunchtime club) to give them additional access to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who have not passed their phonics screening check or have gaps in their phonological awareness – these pupils will access daily phonics teaching sessions and two guided reading sessions per week based on a phonic text.</li> <li>• Bottom 20% pupils will have a one to one reading session once a week with either the class teacher, teaching assistant, a parent helper or 'Reading Ambassador'.</li> </ul>	<ul style="list-style-type: none"> <li>• Any children who have gaps in their phonic knowledge will be given a phonic book which is directly matched to the pupil's individual phonic ability.</li> <li>• The bottom 20%/any children who are working below ARE will be assessed for gaps in their phonic knowledge on entry to Y3/Y4.</li> <li>• Children found to have gaps in their phonic knowledge will take part in Little Wandle Keep-Up sessions which will be planned directly from the child's assessment.</li> <li>• Parents and carers are given a guide for how to support their child when reading their phonic book in order to develop confidence and fluency.</li> <li>• Pupils will have a weekly one to one reading session with either the class teacher, teaching assistant or 'Reading Ambassador' (Y3)</li> </ul>
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		the library each week and a chance to share additional stories with a teacher or Reading Ambassador.	<ul style="list-style-type: none"> <li>Lowest 20% in Year 2 are invited to join the 'Bookworms' Book Club (lunchtime club) to give them additional access to the library each week and a chance to share additional stories with a teacher or Reading Ambassador.</li> </ul>	
New Admits	Children who join us during the school year will be assessed using the Little Wandle Placement Assessment Tool and Salford Reading Test (Year 2 onwards) to identify their reading age and any gaps in their phonic knowledge. Once the assessments have been completed, any further interventions can be planned and delivered accordingly.			

Poetry and Performance				
R	Y1	Y2	Y3	Y4
Pupils have some favourite poems and rhymes.	Pupils recite simple poems by heart.	Pupils continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	Pupils prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Pupils begin to use appropriate intonation and volume when reading aloud.	Pupils recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Pupils prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.