

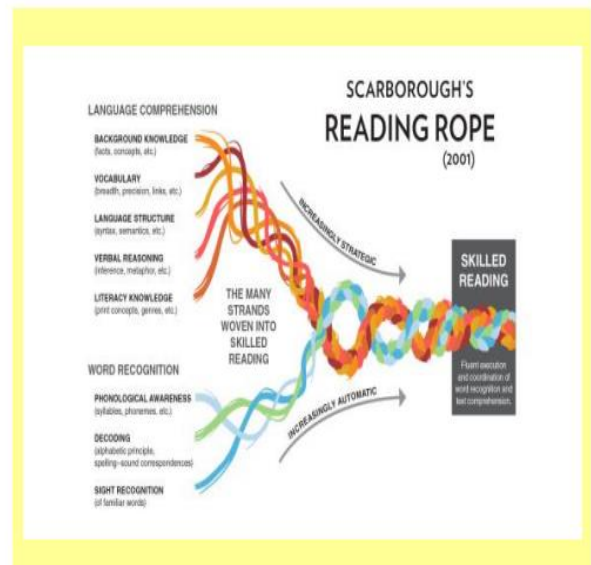
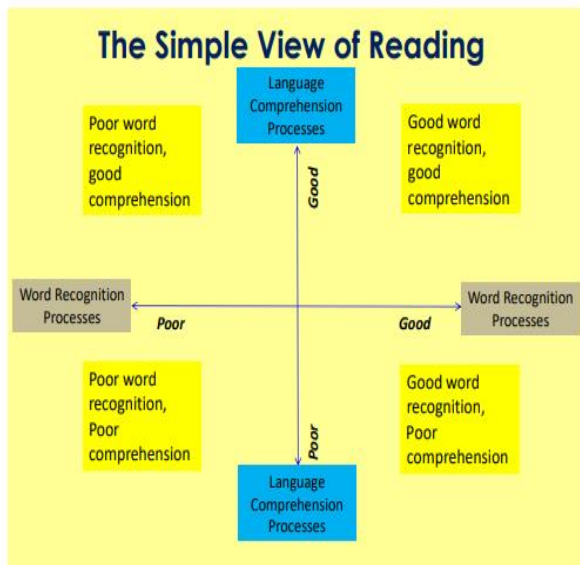
Reading Strategy 2022-25

At Allen Edwards, our approach to Reading is central to pupils developing and achieving across all areas of the curriculum.

The aims of our Reading Strategy are to:

- Ensure pupils are able to decode fluently and have secure and embedded phonic knowledge
- Read fluently, using expression and intonation across a range of genres and texts
- Ensure that pupils understand the texts they read, including understanding the meanings of words, supporting vocabulary choices and enrichment whilst developing comprehension skills such as prediction, inference and deduction
- Develop a love for reading and books which support their journey of lifelong learning
- Develop personal opinions, viewpoints and preferences about authors and types of books that they enjoy

The approach and strategies we employ to achieve these aims are outlined below and based upon two main theories of reading.



These theoretical perspectives are used to develop our strategy and ensure that the strategy is underpinned by research.

Leadership of Reading

Reading is a priority on the school's agenda and all leaders ensure that the development of reading and reading across the curriculum is of the highest priority.

Working alongside the English Lead, the school employs an Early Years/KS1 Reading Lead and a Year 3-6 Reading Lead. Their role is to monitor and evaluate the impact of the phonic programme across the school. This is achieved through modelling, supporting and monitoring staff to ensure the delivery of phonics and the programme are consistent across the school. In addition, a trained

teaching assistant leads on the termly assessment of all pupils who are accessing the teaching of phonics. This ensures pupils are placed within their correct ability grouping each term supporting the progress of pupils. In addition, phonics intervention for pupils in Years 3-6 who are within the 20% percentile of pupils working below age related expectations is carried out by the trained teaching assistant. The proportion of pupils who fall within this category of the national 20% of pupils working below age related expectations, differs across different classes and as such there are different proportion of pupils receiving phonics intervention.

Teaching of synthetic phonics

Scheme

The school uses Read, Write, Inc. a DfE validated phonics programme. Read, Write, Inc. Phonics is a literacy programme developed by Ruth Miskin and published by Oxford University Press. Read, Write, Inc. is for children from Reception to Year 4 and children with Special Educational Needs in older year groups.

The teaching of reading and writing is rigorous, consistent and of the highest quality so that:

- Children can reach the expected standard of the Phonics screening check
- Teachers know how to teach even the most struggling reader – including older children
- All children develop reading fluency so they can read with comprehension
- All children develop the co-operative behaviour necessary for them to articulate their ideas and understanding



EYFS and KS1

Pupils are grouped according to their phonic level rather than their age. They have a daily session with a Reading Teacher where they focus on the progression of reading skills. Children are taught to:

- Understand the English alphabetic code in three sets of Speed Sounds lessons
- Use simple mnemonics to help them read and write the letter-sound correspondences quickly
- Review Speed Sounds daily, until they can read them effortlessly
- Read and spell words containing the sounds they know
- Read high frequency words that are not phonically regular
- Read engaging, age-appropriate modules, closely matched to their increasing phonic knowledge
- Read each module three times, focusing on: accuracy, fluency and comprehension
- Practice spelling, vocabulary and grammar, linked to the modules they read
- Build and rehearse sentences out loud, until they are confident enough to write independently.

Years 3 and 4

Pupils in Year 3 and 4 who are not yet working within the KS2 curriculum access daily RWI lessons. These sessions ensure that pupils follow a progression in reading that matches their phonics ability.

For those who need further support, 1:1 fast track tuition is used daily to support their phonics development.

Years 5 and 6

Pupils in Year 5 and 6 who are not working within the KS2 curriculum receive daily 1:1 or small group tutoring using the RWI Fresh Start Programme. The programme follows the same method as that followed in KS1 but with the use of more age appropriate texts. Fresh Start Anthologies provide pupils with additional age-appropriate reading material to allow them to practice what they have learnt.

Staff Training for Phonics

Staff receive training weekly or bi-weekly for phonics. The training focuses on agreed or observed areas of development to ensure a consistent approach across the school. Additional staff training is scheduled when necessary to ensure staff are equipped with the knowledge and skills to teach the modules they are delivering. Individualised team teaching and coaching are used as strategies to further develop the teaching and learning of Read, Write, Inc.

Parental Engagement

Each year, staff within Early Years and KS1 run parent training sessions so that parents can follow the school's phonic scheme and support their children in the decoding and fluency skills at home. The benefits of repeated reading and daily practise are reinforced to the parents and information about the books the children bring home is shared.

Delivery

Staff utilise the teaching strategies and behaviour management techniques advocated by Read, Write, Inc. This ensures consistency across all groups, which supports children's transition if their reading teacher changes from one term to the next to match their progress or needs. Read, Write, Inc. resources are used to support the children's learning within each lesson.

Monitoring and Assessment

Pupils are assessed throughout the lesson by their reading teacher and support is adapted accordingly. At the end of every half term, pupil's phonics knowledge is assessed and they are re-grouped to ensure they are given the best possible opportunities to decode accurately and read fluently. Children who have not made progress will have targeted daily interventions in order to close the gap.

Access to Quality Texts

Reading Corners

Each classroom has a designated Reading Corner. These areas are designed to be comfortable and inviting to the children so that they have a quiet and enjoyable space to read for pleasure. Within the book corners, children have access to high quality books which include books from a range of ability levels as well as types of texts, with a focus on ensuring texts are diverse and reflective of the school demographic as well as meeting the needs of their learners.

Reading Scheme

Once the children achieve reading fluency through the Read, Write Inc. programme, we use a variety of reading schemes to supplement their reading through banded levels. The reading schemes we use are Oxford Reading Tree, Project X, Fireflies, Treetops and Glow-Worms. PM Benchmarking is used

to assess the book band level of the children to ensure all children are accessing a book with adequate challenge.

School Library

The school has a designated library which has a rich array of books to suit the needs of pupils across the school. Each class has a designated library time whereby children can choose books to read and take home. Children will also develop their library skills during this dedicated library time – a skill that they can apply to lifelong reading.

Library Visits

Each long term, pupils from Reception to Year 6 visit the local library where they enjoy a story time session and are able to borrow a number of books to take home. The children, once finished reading these books, bring them back to class and continue to swap books with their peers until they return to the library the following term.

Reading and the Curriculum

Reading is at the core of the school's curriculum. Thematic learning takes place around a core text each half term. These texts have been carefully selected to ensure across a child's school journey, children have accessed a range of books and authors. This approach ensures that pupils access within a year, a minimum of five whole class texts. In KS2, the reading and discussion of these texts provides the stimulus for a number of English skills, including Speaking and Listening and Writing outcomes. Children are encouraged to take texts home as the reading of these books also forms parts of home learning activities. Where core texts are chapter books, each child has their own copy of the book to improve their reading experience.

Please see below a list of core texts for each year group:

	Nursery	Reception	Base	Year 1	Year 2
Term 1	The Family Book – Todd Parr This is Our House – Michael Rosen	<ul style="list-style-type: none"> The Magical Yet - Angela DiTerlizzi All are Welcome - Alexandra Penfold Elmer – David McKee The Same But Different – Karl Newson Love Makes a Family – Sophie Beer Coming to England - Floella Benjamin 	<ul style="list-style-type: none"> It's OK to be Different – Todd Parr Elmer and the Stranger – David McKee Every Night is Pizza Night – J. Kenji Lopez and Gianna Ruggiero 	<ul style="list-style-type: none"> Naughty Bus – Jan Oke The Queen's Hat – Steve Antony Meesha Makes Friends – Tom Percival Room on the Broom – Julia Donaldson Look Up – Nathan Bryon Anansi the spider: A Tale from the Ashanti Anansi and the Magic Stick – Gerald McDermott 	<ul style="list-style-type: none"> Paddington – Michael Bond (books in the series: Paddington at the Palace, Paddington at St Paul's, Paddington at the Tower). The Lumberjack's Beard – Duncan Beedie The Proudest Blue – Ibtihaj Muhammad Rabbit and Bear: Rabbit's Bad Habits – Julien Gough
Term 2	The Train Ride – June Crebbin Sunny's Tow Truck Saves the Day - Anne Marie Pace	<ul style="list-style-type: none"> Remember, remember the 5th of November – Deborah Webb Let's Celebrate 5 days of Diwali – Ajanta Chakraborty The Story of Hanukkah – David Adler The Leaf Thief – Alice Hemmings and Nicola Slater The Christmas Book – Dick Bruna 	<ul style="list-style-type: none"> Remember, remember the 5th of November – Deborah Webb Let's Celebrate 5 days of Diwali – Ajanta Chakraborty The Jolly Christmas Postman – Allan and Janet Alhberg 	<ul style="list-style-type: none"> The Smartest Giant in Town – Julia Donaldson There's a Lion in my Cornflakes – Michelle Robinson Monster! Hungry! Phone! – Sean Taylor Telephone – Mac Barnett Dear Teacher – Amy Husband The Whale who wanted more – Rachel Bright The Jolly Christmas Postman – Allan and Janet Alhberg 	<ul style="list-style-type: none"> The Baker's Boy and the GFoL – Tom and Tony Bradman Vlad and the Great Fire of London – Kate and Sam Cunningham The Great Fire of London Unclassified: Secrets Revealed! – Nick Hunter Beast Feast – Emma Yarlett Lubna and Pebble – Wendy Medour
Term 3	The Gingerbread Man – Jim Aylesworth Goldilocks and the three bears – Debbie Pullinger	<ul style="list-style-type: none"> The Three Little Pigs – James Halliwell-Phillips Princess and the Pea - Rachel Isadora Winter Sleep: A Hibernation Story – Sean Taylor Little Red and the Very Hungry Lion – Alex Smith 	<ul style="list-style-type: none"> The Darkest Dark – Chris Hadfield The Cows Who Fell to Earth – Nadia Shireen The Way Back Home – Oliver Jeffers Whatever Next – Jill Murphy Aliens love Underpants – Claire Freedman The Way Back Home – Oliver Jeffers 	<ul style="list-style-type: none"> The Castle the King Built – Rebecca Colby Look Inside a Castle – Conrad Mason The Big Book of the UK – Imogen Russell Williams Wales: A Benjamin Blog and his Inquisitive Dog Guide Supertato – Sue Hendra, Paul Linnet Greta and the Giants – Zoe Tucker 	<ul style="list-style-type: none"> The Egg – Amy Weir The Dragon Machine – Helen Ward Anita and the Dragons – Hannah Carmona The Great Race: The Story of the Chinese Zodiac The Runaway Wok – Ying Chang Compestine The Dragonsitter – Josh Lacey – Comp.
Term 4	Jack & the Beanstalk – Steven Kellogg Chicken Licken – Johnathon Allen	<ul style="list-style-type: none"> Handa's Surprise – Eileen Browne I Want A Pet - Lauren Child Busy Spring – Sean Taylor Tiddler – Julia Donaldson The President of the Jungle – Andre Rodrigues The Bug Collector – Alex Griffiths 	<ul style="list-style-type: none"> Guyana Goldilocks – Anansi and the Magic Stick – Gerald McDermott Jack and the Beanstalk - Steven Kellogg Goldilocks and the Three Bears - Debbie Pullinger Anansi and the Magic Stick – Gerald McDermott 	<ul style="list-style-type: none"> The Lighthouse Keeper's Lunch – Ronda Armitage, David Armitage Molly and the Lighthouse – Malachy Doyle A Lighthouse Story – Holly James Tadpole's Promise – Jeanne Willis The Storm Whale – Benji Davies Lailah's Lunchbox – Reem Faruqi 	<ul style="list-style-type: none"> Everybody Cooks Rice – Norah Dooley Pumpkin Soup – Helen Cooper Mr Wolf's Pancakes – Jan Fearnley Werewolf Club Rules – Joseph Coelho Lights on Cotton Rock – David Lichfield The Giraffe, The Pelly and Me – Roald Dahl – Comp.
Term 5	Farmer Duck – Martin Waddell Dear Zoo – Rod Campbell	<ul style="list-style-type: none"> Desert Girl, Monsoon Boy – Tara Dairman This is how we do it – Matt Lamothe Same, Same but Different – Jenny Sue Kostecki-Shaw The Very Hungry Caterpillar – Eric Carle Errol's Garden - Gillian Hibbs 	<ul style="list-style-type: none"> Jasper's Beanstalk – Nick Butterworth The Very Hungry Caterpillar – Eric Carle Tickle, Tickle – Helen Oxenbury Errol's Garden – Gillian Hibbs 	<ul style="list-style-type: none"> Augustus and his Smile – Catherine Rayner There's a Rang Tan in my Bedroom – James Sellick The Rainforest Book – Charlotte Milner The Rainforest Grew All Around – Susan K Mitchell We're Roaming in the Rainforest – Laurie Krebs The Hat Full of Secrets – Karl Newson 	<ul style="list-style-type: none"> The Way Back Home – Oliver Jeffers Astro Girl – Ken Wilson-Max Emma Jane's Aeroplane – Katie Haworth and Daniel Rieley Amelia Earhart – Little Dreams, Big People – Comp. All Through the Night – Polly Faber Rosie Revere, Engineer – Andrea Beaty
Term 6	The Gruffalo – Julia Donaldson Not Now Bernard – David McKee	<ul style="list-style-type: none"> A Superhero Like You – Dr Ranj Summer is Here – Heidi Poss Gray 	<ul style="list-style-type: none"> Billy's Bucket – Kes Gray Kipper's Rainy Day – Mick Inkpen The Snail and the Whale – Julia Donaldson The Rainbow Fish – Marcus Pfister 	<ul style="list-style-type: none"> Stone girl, bone girl – Laurence Anholt Cave Baby – Julia Donaldson Dinosaurs and all that Rubbish – Michael Foreman Dinosaur Lady – Linda Skeers The Dinosaur Department Store – Richard Merritt and Lily Murray There's a T-Rex in Town – Ruth Symons 	<ul style="list-style-type: none"> Flotsam – David Wiesner Fox and the Deep Sea Quest - Benjamin Flouw - Comp Somebody Swallowed Stanley – Sarah Roberts The Sea Below my Toes – Charlotte Guillian and Jo Empson If you were a kid aboard the Titanic – Josh Gregory Titanic (Usbourne Young Reader) – Anna Claybourne - Comp

	Year 3	Year 4	Year 5	Year 6
Term 1	How to avoid being a Roman Soldier – David Stewart The Story of Rome – Rosie Dickens	The Prince and the Pauper – Mark Twain	Street Child – Berlie Doherty	The London Eye Mystery – Siobhan Dowds
Term 2	Journey to the Centre of the Earth – Jules Verne	Ice trap – Meredith Hooper, M.P Robertson Shackleton's Journey – William Grill	Cosmic – Frank Cottrell-Boyce	The Boy in The Striped Pyjamas – John Boyne
Term 3	Stone, Bronze and Iron Ages- Jane Bingham The First Drawing – Mordacai Gerstein	Stuff – Maddie Moate Earth Heroes – Lily Dyu	Percy Jackson and the Lightning thief – Rick Riordan	The Boy in The Striped Pyjamas – John Boyne Journey to a River Sea – Eva Ibbotson
Term 4	There's a Pharaoh in our Bath – Jeremy Strong	Beowulf – Michael Morpurgo	Seasons of Splendour Madhur Jaffrey	Journey to a River Sea – Eva Ibbotson
Term 5	Usain Bolt – Roy Aps	Odd and the Frost Giants – Neil Gaiman	Boy at the Back of the Class – Onjali Q Rauf	Middle World (Jaguar Stones) - Voelkel
Term 6	The Sheep Pig – Dick King Smith	The Firework Makers' Daughter – Philip Pullman	The Other Side of Truth – Beverley Naidoo	Middle World (Jaguar Stones) - Voelkel The Wolves of Willoughby Chase – Joan Aiken

Reading for Pleasure

Reading for pleasure sessions are timetabled weekly for children. In Early Years, there is also a reading Café for parents and parents are encouraged to read and share books with their children. From Years 1-6, children access their favourite books during this time. This may be in text or audio format. Staff role-model good reading behaviours and discuss with the children their own reading preferences. The teachers ensure these sessions feel different to other lessons and children are encouraged to read in comfort as they would at home. Children are provided with opportunities to talk about books and pass on recommendations to their peers. In addition, one reading for pleasure session each term is used for children to share their own writing with an audience (class swap). This allows children to feel what it is like to write as a reader and read as a writer.

Reading Priorities for 2023-24

- 1) To ensure children are provided with every opportunity to meet ARE in reading and phonics.
 - a. To target spotlight children closely in RWI lessons to enable children to keep up rather than catch up.
 - b. To utilise 1:1 and small group interventions and tutoring to provide opportunities for the lowest 20% or those who are progressing slowly to catch up.
 - c. To ensure tailored support in KS2 through RWI lessons, phonics interventions, individual reading and Freshstart allows children to continue to close the gap between themselves and their peers.
- 2) To continue to build parental engagement in phonics and children's reading.
 - a. To ensure parents know which sounds children are learning and how to support them with their weekly phonics at home (develop the use of Virtual classroom).
 - b. To empower parents to support their child's reading at home, including reading to their children and reading with their children at any age.
 - c. To build parental understanding about the impact of reading with their child at home and how this acts as a launch pad for later learning across the curriculum.
- 3) To develop the structure of reading lessons to embed reading skills through developing and understanding the whole text.
 - a. To review the structure of a reading lesson and adapt it to be in line with current research findings.
 - b. To understand links between reading, vocabulary and writing skills and implement these within the classroom to support reading progress.
 - c. To develop children's understanding of how to read as a writer.
 - d. To develop the reading culture at AE and ensure that children are gaining a broad background knowledge in their core text.