

Reading At Northstead

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr Seuss

The Northstead Statement of Intent for Reading

Community

Our reading curriculum is designed to ensure all children are confident, fluent and enthusiastic readers who share their love of reading with their families. Parents and carers are invited to regular events throughout their child’s time at Northstead to immerse, support and guide them in their child’s reading journey.

Opportunities

Our reading curriculum is designed to ensure that all children have opportunities to listen to and read high-quality texts that stretch their imagination, take them to new worlds and inform them about the world around them. Planning ensures that through discussion children have opportunity to clarify vocabulary, make predictions, summarise information and ask questions. Through direct instruction, guided practice and partner teaching, children learn to develop phonics knowledge to be able to read fluently and comprehend what they have read. All children have many opportunities to develop a further love of reading by visiting the school library, the local library and taking part in national events such as world book day.

Responsibility

All members of the community are responsible for promoting a positive and pro-active approach to the development of a love reading. The school is responsible for ensuring reading is prioritised every day in every lesson to enhance learning.

Excellence

All children leave Northstead Community Primary School as confident, enthusiastic and fluent readers who are able to articulate the power of reading and enable them to have a positive influence on the community and the wider world.

Implementation of Reading

Reading opportunities are taught through:

- Daily direct teaching for synthetic phonics and reading through our systematic, synthetic phonics programme Read, Write Inc (RWInc).
- Whole Class Guided Reading (Reading Vipers)
- Shared and whole class reading throughout the curriculum and ad hoc reading opportunities
- Reading celebrations
- Home reading
- Library Visits (internal and external)
- Story Time

The Reading Journey -How we teach reading

The RWInc Phonics programme is used to ensure that every child is a fluent decoder. Daily phonics lessons begin with a strong start immediately in EYFS and continue throughout Key Stage 1. Phonics teaching continues into Key Stage 2 for children who need further support and to ensure that children continue to decode new words across the curriculum. The children learn, through direct instruction, guided practice and partner teaching to read fluently so that they can comprehend what they have read.

The RWInc programme enables children to:

- Decode letter-sound correspondence speedily
- Read common exception words by sight
- Read books matched to their phonics knowledge
- Understand what they have read
- Read with fluency and expression
- Work co-operatively with a partner

All reading teachers are trained to deliver the programme and receive regular coaching and practice sessions.

Daily 45 minute early reading lessons ensure that children can...

	By the end of Autumn 1	By the end of Autumn 2	By the end of Spring 1	By the end of Spring 2	By the end of Summer 1	By the end of Summer 2
EYFS	Read 16 single letter sounds	Know all set 1 single letter sounds. Blend sounds into words orally	Blend sounds to read words Read short ditty stories Read set 1 special friends	Read double consonant clusters Read red story books	Read green story books	Read green / purple story books Read 1 st 6 set 2 sounds
Year 1	Read purple story books Read set 2 sounds	Read pink story books Read first 9 set 3 sounds	Read orange story books Read 17 set 3 sounds	Read yellow story books Read all set 3 sounds and additional sounds	Read yellow story books	Read blue story books
Year 2	Read blue books with increased fluency and comprehension	Read grey story books	Read grey story books with increased fluency and comprehension	Once children have successfully completed RWInc phonics then reading is taught through a whole class session where fluency and comprehension are the focus.		

Should children struggle or need extra support with these expectations, 1-1 RWI tutoring activities are used to enable children to 'keep up'.

Early reading lessons follow a familiar, repetitive pattern that are consistent across groups.

RWInc. Lesson structure

Red / Ditty

Daily Speed Sound Session and word time
Story green words
Speedy Green words
Red Words Cards
Partner Practice (ditty speed sounds, sounds, story green, red words, speedy green words)
Ditty introduction
First read – children
Read aloud - teacher
Second read - children
Questions to talk about

Green - Orange

Day 1	Day 2	Day 3
Daily Speed Sound Session	Daily Speed Sound Session	Daily Speed Sound Session
Speed Sounds form Story Book	Speedy Green words	Think about the story
Story Green words	Red Words Cards	Third read and voice choice
Speedy Green words	Partner Practice (Speedy green, red words)	Questions to talk about
Red Words Cards	Second Read	Questions to read and answer
Partner Practice (Speed sounds, story green, red words)		Linked text
Story Introduction		
First Read - children		
Read aloud – teachers		

Yellow - Grey

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sound Session	Daily Speed Sound Session	Daily Speed Sound Session	Daily Speed Sound Session (review lesson 1)	Daily Speed Sound Session (review lesson 2)
Speed Sounds form Story Book	Speedy Green words	Partner Practice (Speedy green, red words)	Comprehension questions - independently	Review comprehension questions
Story Green words	Red Words Cards	Third read and voice choice		Linked text
Speedy Green words	Partner Practice (Speedy green, red words)	Questions to talk about		
Red Words Cards	Second Read	Questions to read and answer		
Partner Practice (Speed sounds, story green, red words)				
Story Introduction				
First Read - children				
Read aloud – teachers				

Once children are considered to be fluent readers, and have the skills to decode unfamiliar words, they begin whole class reading sessions.

Whole class reading lessons are taught daily for thirty minutes and begin with the teaching of new vocabulary, background knowledge and support the fluency of a text before more focussed work on inference and the retrieval of key information.

Teachers teach and model fluency to ensure children know how punctuation and sentence structure affects how the reader may read it.

When teaching new vocabulary, teachers include an explanation of the word, including how it is said, the definition, the word class and children have the opportunity to read the word in context. Words are then revisited and used across the curriculum.

Lessons also focus on the understanding of texts. Teachers use a range of question types and focuses to spark discussion, enable children to ask their own questions, make predictions and come to their own conclusions.

Rigorous assessments are used termly to keep track of children's attainment and progress. Results inform future planning.

Reading at home

- Children on the RWInc. Programme receive books that are closely matched to their phonics ability.
- Once children have completed the programme, children reading books from our school reading scheme. Books are matched to children's fluency and comprehension.
- Parents are strongly encouraged to be actively involved in their child's reading journey/ They are encouraged to share books to help them improve their child's reading skills and show them how important and enjoyable reading is.
- Children are encouraged to read at least three times each week. Parents or the child (depending on age) are asked to make reading notes in their reading record book. Parents are provided with a list of useful phrases to help them record their session.
- Parents/Carers are invited to various sessions during the school year where they can receive information regarding the year group expectations and objectives alongside best practice.
- Suggested question stems are shared with parents so that they can have a discussion with their child about the text.

Reading for pleasure

Children have access to our well organised and stimulating library. Sessions are timetabled to ensure children have opportunity to browse books and hear stories being read aloud.

Teacher's read aloud to their class daily (10-15 minute sessions). The importance of reading a novel, picture book or poetry collection is of up most importance to ensure children hear a high-quality text and enhances children's' willingness to consider books they may never have.

The Northstead Reading Spine ensures children read and experience a breadth of the best literature that is available. By the time they leave Northstead, they have a bank of literary background knowledge.