**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, retrieve information and infer meaning. 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 Reading Lessons (Literary Leaves from Literacy Tree)
* Shared and whole class reading throughout the curriculum and ad hoc reading opportunities
* Reading celebrations
* Home reading
* Library Visits (internal and external)
* Daily 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...

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| --- | --- | --- | --- | --- | --- | --- |
|  | 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 1st 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

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| --- |
| **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 read with expression and intonation that shows comprehension, they begin whole class reading sessions using texts from the Literary Leaves element of The Literacy Tree.

Daily whole class reading sessions offer children the opportunity to develop talk and comprehension through the reading of high quality texts. Children are able to debate, use drama and discussion to develop empathy and stimulate enquiry about issues raised through, and within a text.

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 begin to read simple chapter books. Children in Key Stage 2 are able to choose 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.