

Developing Reading at North Clifton Primary School

<u>Year</u>	Reading for Pleasure and	Phonics and Spelling	Reading in the	Reading intervention/	Assessment
Group	Home Reading		<u>classroom</u>	focus groups	
EYFS	Developing a love for reading				
	Books are read in each class every day, and	Synthetic phonics	Sharing stories, discussing	Every pupil is read to	Reception baseline
	children are encouraged to choose their	taught in fun,	the content and asking	each day by an adult.	completed.
	favourite books to be read to them.	interactive sessions	questions about		
	Books are displayed around the classroom and	daily: Foundations for	characters, setting and	Teachers, TA's,	Children's reading is
	reading areas are imaginative and inviting.	Little Wandle/Little	plot happens daily.	apprentices, students and	monitored using the
		Wandle)		volunteers all are	'Development
	Reading buddy activities takes place each		Picture books are shared	involved in reading with	Matters' to identify
	half term, giving the children opportunities to	Small teaching groups	and favourite books are	children.	if on track or
	share stories with older children.	with teacher or TA.	read often. Teacher or TA		working towards
	Children are also chosen to have the 'Book		models book skills – how	Target children not	expectations.
	Basket' to take home for the weekend, to enable		to hold a book, fluency,	meeting expectations are	
	them to share stories and hot chocolate with		and expression.	identified though phonics	Reception are
	adults at home.		Discussion of the book	tracker and daily teaching	assessed against the
			focusses on key skills of	and one to one	Early Learning Goals
	Home Reading		understanding new	intervention put in place	at the end of the
	Children are allocated a book to share		vocabulary, making	individually or in a small	year.
	At home to encourage reading for pleasure.		inferences, predictions,	group.	
	This book is changed each week and parents/		giving opinions about the		Phonics assessments
	carers are encouraged to re-read in order to		book, finding answers		completed half
	become more familiar with the story. Words,		from the text and		termly using Little
	pictures and sounds learned in phonics lessons		summarising.		Wandle phonics
	are also sent home with children to practice.				tracker.
	Reading Records		Where appropriate, and		
	Reading records are completed by staff and		depending on cohort,		

	parents and shows all reading completed at home. Incentives Dojo points are given to children who have regular entries in their diaries. Reading charts are used in class to check regular reading at home.		English lessons are based around quality books, following Jane Considine's EYFS approach to writing.		
Year 1	Developing a love for reading Books are read in each class every day, and children are encouraged to choose their favourite books to be read to them. Books are displayed around the classroom and reading areas are imaginative and inviting. Reading buddy activities takes place each half term, giving the children opportunities to share stories with older children. Children are also chosen to have the 'Book Basket' to take home for the weekend, to enable t share stories and hot chocolate with adults at home. Home Reading Children are allocated a book to share At home to encourage reading for pleasure. This book is changed each week and parents/carers are encouraged to re-read in order to become more familiar with the story. Words, pictures and sounds learned in phonics lessons are also sent home with children to practice. Reading Records Reading records are completed by staff and parents and shows all reading completed at	Synthetic phonics taught in fun, interactive sessions daily: Little Wandle Small teaching groups with teacher or TA.	English lessons are based around quality books, linked to topics where possible, following Jane Considine's approach to writing. Class reads are shared daily. Teacher models fluency and reading with expression. They also identify new vocabulary and discuss meaning. Book skills are modelled – how to hold a book, fluency, and expression. Discussion of the book focusses on key skills of understanding new vocabulary, making inferences, predictions, giving opinions about the book, finding answers from the text and summarising.	Every pupil is read to each day by an adult. Teachers, TAs, apprentices, students and volunteers all are involved in reading with children. Target children not meeting expectations are identified though phonics tracker and daily teaching and one to one intervention put in place individually or in a small group.	Baseline assessment at beginning of year and then termly. Assesses fluency and comprehension skills. Placed on appropriate band of Big Cat reading scheme book. Phonics stage identified and put on Little Wandle phonics tracker. Phonics screening test.

	home. Incentives Dojo points are given to children who have regular entries in their diaries. Reading charts are used in class to check regular reading at home.		Phonics based comprehension activities.		
Year 2	Developing a love for reading Books are read in each class every day, and children are encouraged to choose their favourite books to be read to them. Books are displayed around the classroom and reading areas are imaginative and inviting. Reading buddy activities takes place each half term, giving the children opportunities to share stories with older children. Children are also chosen to have the 'Book Basket' to take home for the weekend, to enable them to share stories and hot chocolate with adults at home. Home Reading All children are allocated a book which is matched to their phonics level. They also have a 'free reader' picture book or book with small amount of text to share at home. The books are changed each week and pupils are encouraged to re-read in order to become more familiar with t Words and sounds learned in phonics lessons are also sent home with children. Reading Records Reading records are completed by staff and parents and shows all reading completed at home.	Synthetic phonics taught in fun, interactive sessions daily: Little wandle Phase 5 revision Small teaching groups with teacher or TA. Those children not secure with phonics, continue with Little Wandle sessions 5 times a week. Weekly spelling sessions following 'Spelling Shed' scheme of work.	English lessons are based around quality books, linked to topics where possible, following Jane Considine's approach to writing. Comprehension activities are completed with teacher support and independently. Class reads are shared daily. Teacher models fluency and reading with expression. They also identify new vocabulary and discuss meaning. Teacher models inference skills, retrieving information and making predictions.	Every pupil is read to each day by an adult. Teachers, TA's, apprentices, students and volunteers all are involved in reading with children. Target children not meeting expectations are identified though phonics tracker and daily teaching and one to one intervention put in place individually or in a small group.	Baseline assessment at beginning of year and then termly. Assesses fluency and comprehension skills. Placed on appropriate band of Big Cat reading scheme book. Phonics stage identified and put on phonics tracker. Phonics screening test if not achieved at Year 1. Reading comprehension test to be completed every term and scores entered onto data overview sheet. KS1 Reading SATs.
	I <u>ncentives</u>				

	Dojo points are given to children who have regular entries in their diaries. Reading charts are used in class to check regular reading at home.				
Year 3	Developing a love for reading A class novel, usually linked to our topic, or a book that children vote to read, is read daily at the end of the day. Fluency and expression are modelled by the teacher, along with discussion of new vocabulary encountered. Poetry books are also read on a daily basis. Books are displayed around the classroom and reading areas are imaginative and inviting. Reading buddy activities takes place each half term, giving the children opportunities to share stories with older/ younger children. Children are also chosen to have the 'Book Basket' to take home for the weekend, to enable the share stories and hot chocolate with adults at home. Home Reading All children are allocated a book from the Big Cat Reading Scheme, which is matched to their reading level. They also have a 'free reader' book to read alongside The books are changed as necessary. Pupils are encouraged to complete task back of the Big Cat books	on independently.	Jane Considine's Hooked on Books approach is used for whole class reading sessions. Teacher chooses a different lens from each tier of the reading rainbow to focus on. Text can be an extract, novel or picture book targeted at appropriate age/ability. English lessons are based around quality books, linked to topics where possible, following Jane Considine's approach to writing. Whole class reading sessions focussed around current affairs, topic or theme. (Ashley Booth) Reading Puzzle activity focussing on a picture or	Those children not secure with phonics, continue with Little Wandle Catch up during 1:1 intervention sessions. Specific interventions are available for children with identified needs. 1:1 reading for those needing support with fluency or comprehension, with focussed questions to develop understanding. Paired reading with older children.	Baseline assessment at beginning of year and then termly. Assesses fluency and comprehension skills. Placed on appropriate band of Big Cat reading scheme book. Reading Assessment sheets (National Curriculum statements)— Self assessed by the children and assessed by teacher and updated each half term, using RAG scale. Teacher assessments placed on data sheets every term for termly
	to check understanding. Reading Records Reading records are completed by pupils, staff		extract. A range of independent comprehension activities.		moderation. Reading comprehension test

	and parents and shows all reading completed at home.				to be completed every term and
	I <u>ncentives</u> Dojo points are given to children who have				scores entered onto data overview sheet.
	regular entries in their diaries: Recording own				
	reading, reading to someone at home and completing a task from the back of the book.				Teacher assessment during Hooked on
	completing a task from the back of the book.				Books and group
					reading sessions.
Year 4	Developing a love for reading	Those children not	Jane Considine's Hooked	Those children not secure	Baseline assessment
	A class novel, usually linked to our topic, or a	secure with phonics,	on Books approach is used	with phonics, continue	at beginning of year
	book that children vote to read, is read daily at	continue with Little	for whole class reading	with Little Wandle Catch	and then termly.
	the end of the day. Fluency and expression are	Wandle catch up	sessions. Teacher chooses	Up during 1:1	Assesses fluency and
	modelled by the teacher, along with discussion	during 1:1 intervention	a different lens from each	intervention sessions.	comprehension
	of new vocabulary encountered.	sessions.	tier of the reading rainbow		skills. Placed on
	Poetry books are also read on a daily basis.		to focus on. Text can be an	Specific interventions are	appropriate band of
	Books are displayed around the classroom and	Specific interventions	extract, novel or picture	available for children with	Big Cat reading
	reading areas are imaginative and inviting.	are available for children with identified	book targeted at	identified needs.	scheme book.
	Reading buddy activities takes place each	needs.	appropriate age/ ability.	1:1 reading for those	Dooding Assessment
	half term, giving the children opportunities to	neeus.	English lessons are based	needing support with	Reading Assessment sheets (National
	share stories with younger children, modelling	Weekly spelling	around quality books,	fluency or	Curriculum
	effective reading techniques.	sessions following	linked to topics where	comprehension, with	statements) – Self
	Children are also chosen to have the 'Book	'Spelling Shed' scheme	possible, following Jane	focussed questions to	assessed by the
	Basket' to take home for the weekend, to enable	of work.	Considine's approach to	develop understanding.	children and
	them to share stories and hot chocolate with adult		writing.		assessed by teacher
	home.	Spelling Menus are		Paired reading with older	and updated each
		given to each child	Whole class reading	children.	half term, using RAG
	Home Reading	with a range of spelling	sessions focussed around		scale.
	All children are allocated a book from the Big Cat	activities (word	current affairs, topic or		
	Reading Scheme, which is matched to their	pyramids, word	theme. (Ashley Booth)		Teacher
	reading level. They also have a 'free reader' book	families, quick write,			assessments placed
	to read alongside The	bubble write) to work	Reading Puzzle activity		on data sheets every
	books are changed as necessary. Pupils are	on independently.	focussing on a picture or		term for termly
	encouraged to complete tasks at the back of the		extract.		moderation.
	Big Cat books to check understanding.				

			A range of independent		Reading
	Reading Records		comprehension activities.		comprehension test
			comprehension activities.		to be completed
	Reading records are completed by pupils, staff				
	and parents and shows all reading completed at				every term and
	home.				scores entered onto
	Incentives				data overview sheet.
	Dojo points are given to children who have				
	regular entries in their diaries: Recording own				Teacher assessment
	reading, reading to someone at home and				during Hooked on
	completing a task from the back of the book.				Books and group
					reading sessions.
Year 5	Developing a love for reading	Those children not	Jane Considine's Hooked	Those children not secure	Baseline assessment
		secure with phonics,	on Books approach is used	with phonics, continue	at beginning of year
	A class novel, usually linked to our topic, or a	continue with Little	for whole class reading	with Little Wandle Catch	and then termly.
	book that children vote to read, is read daily at	Wandle Catch Up	sessions. Teacher chooses	Up during 1:1	Assesses fluency and
	the end of the day. Fluency and expression are	during 1:1 intervention	a different lens from each	intervention sessions.	comprehension
	modelled by the teacher, along with discussion	sessions.	tier of the reading rainbow		skills. Placed on
	of new vocabulary encountered.		to focus on. Text can be an	Specific interventions are	appropriate band of
	Poetry books are also read on a daily basis.	Specific interventions	extract, novel or picture	available for children with	Big Cat reading
	Books are displayed around the classroom and	are available for	book targeted at	identified needs.	scheme book.
	reading areas are imaginative and inviting.	children with identified	appropriate age/ ability.		
		needs.		1:1 reading for those	Reading Assessment
	Reading buddy activities takes place each		English lessons are based	needing support with	sheets (National
	half term, giving the children opportunities to	Weekly spelling	around quality books,	fluency or	Curriculum
	share stories with younger children, modelling	sessions following	linked to topics where	comprehension, with	statements) – Self
	effective reading techniques.	'Spelling Shed' scheme	possible, following Jane	focussed questions to	assessed by the
	Children are also chosen to have the 'Book	of work.	Considine's approach to	develop understanding.	children and
	Basket' to take home for the weekend, to enable t		writing.		assessed by teacher
	share stories and hot chocolate with adults at	Spelling Menus are			and updated each
	home.	given to each child	Whole class reading		half term, using RAG
		with a range of spelling	sessions focussed around		scale.
	Home Reading	activities (word	current affairs, topic or		
	All children are allocated a book from the Big	pyramids, word	theme. (Ashley Booth)		Teacher
	Cat Reading Scheme, which is matched to their	families, quick write,			assessments placed
	reading level. They also have a 'free reader'	bubble write) to work			on data sheets every
	book to read alongside. The books are changed	on independently.			
	1 200 to 100 diorigoraci The books are changed	J dependently.	l .	l	

	as necessary. Pupils are encouraged to complete to		Reading Puzzle activity		term for termly
	the back of the Big Cat books to check		focussing on a picture or		moderation.
	understanding.		extract.		
	0				Reading
	Reading Records		A range of independent		comprehension test
	Reading records are completed by pupils, staff		comprehension activities.		to be completed
	and parents and shows all reading completed at		-		every term and
	home.				scores entered onto
	Incentives				data overview sheet.
	Dojo points are given to children who have				
	regular entries in their diaries: Recording own				Teacher assessment
	reading, reading to someone at home and				during Hooked on
	completing a task from the back of the book.				Books and group
					reading sessions.
Year 6	Developing a love for reading	Those children not	Jane Considine's Hooked	Those children not secure	Baseline assessment
		secure with phonics,	on Books approach is used	with phonics, continue	at beginning of year
	A class novel, usually linked to our topic, or a	continue with Little	for whole class reading	with Little Wandle Catch	and then termly.
	book that children vote to read, is read daily at	Wandle Catch Up	sessions. Teacher chooses	Up during 1:1	Assesses fluency and
	the end of the day. Fluency and expression are	during 1:1 intervention	a different lens from each	intervention sessions.	comprehension
	modelled by the teacher, along with discussion	sessions.	tier of the reading rainbow	6	skills. Placed on
	of new vocabulary encountered.	c .c	to focus on. Text can be an	Specific interventions are	appropriate band of
	Poetry books are also read on a daily basis.	Specific interventions	extract, novel or picture	available for children with	Big Cat reading
	Books are displayed around the classroom and	are available for children with identified	book targeted at	identified needs.	scheme book.
	reading areas are imaginative and inviting.	needs.	appropriate age/ ability.	1.1 roading for those	Dooding Assessment
	Reading buddy activities takes place each	needs.	English lessons are based	1:1 reading for those needing support with	Reading Assessment sheets (National
	half term, giving the children opportunities to	Weekly spelling	around quality books,	fluency or	Curriculum
	share stories with younger children, modelling	sessions following	linked to topics where	comprehension, with	statements) – Self
	effective reading techniques.	'Spelling Shed' scheme	possible, following Jane	focussed questions to	assessed by the
	Children are also chosen to have the 'Book	of work.	Considine's approach to	develop understanding.	children and
	Basket' to take home for the weekend, to enable the	5 51M	writing.	action and crotananis.	assessed by teacher
	share stories and hot chocolate with adults at	Spelling Menus are		Booster sessions in	and updated each
	home.	given to each child	Whole class reading	preparation for KS2 SAT.	half term, using RAG
		with a range of spelling	sessions focussed around		scale.
	Home Reading	activities (word	current affairs, topic or		
	All children are allocated a book from the Big	pyramids, word	theme. (Ashley Booth)		

Cat Reading Scheme, which is matched to their	families, quick write,		Teacher
reading level. They also have a 'free reader' book t	bubble write) to work	Reading Puzzle activity	assessments placed
alongside The books are changed as necessary.	on independently.	focussing on a picture or	on data sheets every
Pupils are encouraged to complete tasks at the		extract.	term for termly
back of the Big Cat books to check			moderation.
understanding.		A range of independent	
		comprehension activities.	Reading
Reading Records			comprehension test
Reading records are completed by pupils, staff			to be completed
and parents and shows all reading completed at			every term and
home.			scores entered onto
I <u>ncentives</u>			data overview sheet.
Dojo points are given to children who have			
regular entries in their diaries: Recording own			Teacher assessment
reading, reading to someone at home and			during Hooked on
completing a task from the back of the book.			Books and group
			reading sessions.
			KS2 Reading SAT
			(May)