



Developing Reading at North Clifton Primary School

<u>Year Group</u>	<u>Reading for Pleasure and Home Reading</u>	<u>Phonics and Spelling</u>	<u>Reading in the classroom</u>	<u>Reading intervention/ focus groups</u>	<u>Assessment</u>
EYFS	<p><u>Developing a love for reading</u> 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.</p> <p>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.</p> <p><u>Home Reading</u> 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.</p> <p><u>Reading Records</u> Reading records are completed by staff and</p>	<p>Synthetic phonics taught in fun, interactive sessions daily: Foundations for Little Wandle/Little Wandle)</p> <p>Small teaching groups with teacher or TA.</p>	<p>Sharing stories, discussing the content and asking questions about characters, setting and plot happens daily.</p> <p>Picture books are shared and favourite books are read often. Teacher or TA models book skills – 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.</p> <p>Where appropriate, and depending on cohort,</p>	<p>Every pupil is read to each day by an adult.</p> <p>Teachers, TA's, apprentices, students and volunteers all are involved in reading with children.</p> <p>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.</p>	<p>Reception baseline completed.</p> <p>Children's reading is monitored using the 'Development Matters' to identify if on track or working towards expectations.</p> <p>Reception are assessed against the Early Learning Goals at the end of the year.</p> <p>Phonics assessments completed half termly using Little Wandle phonics tracker.</p>

	<p>parents and shows all reading completed at home.</p> <p>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.</p>		<p>English lessons are based around quality books, following Jane Considine's EYFS approach to writing.</p>		
Year 1	<p>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.</p> <p>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.</p> <p>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.</p> <p>Reading Records Reading records are completed by staff and parents and shows all reading completed at</p>	<p>Synthetic phonics taught in fun, interactive sessions daily: Little Wandle</p> <p>Small teaching groups with teacher or TA.</p>	<p>English lessons are based around quality books, linked to topics where possible, following Jane Considine's approach to writing.</p> <p>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.</p>	<p>Every pupil is read to each day by an adult.</p> <p>Teachers, TAs, apprentices, students and volunteers all are involved in reading with children.</p> <p>Target children not meeting expectations are identified through phonics tracker and daily teaching and one to one intervention put in place individually or in a small group.</p>	<p>Baseline assessment at beginning of year and then termly. Assesses fluency and comprehension skills. Placed on appropriate band of Big Cat reading scheme book.</p> <p>Phonics stage identified and put on Little Wandle phonics tracker.</p> <p>Phonics screening test.</p>

	<p>home.</p> <p><u>Incentives</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.</p>		Phonics based comprehension activities.		
Year 2	<p><u>Developing a love for reading</u> 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.</p> <p>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.</p> <p><u>Home Reading</u> 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.</p> <p><u>Reading Records</u> Reading records are completed by staff and parents and shows all reading completed at home.</p> <p><u>Incentives</u></p>	<p>Synthetic phonics taught in fun, interactive sessions daily: Little wandle Phase 5 revision</p> <p>Small teaching groups with teacher or TA.</p> <p>Those children not secure with phonics, continue with Little Wandle sessions 5 times a week.</p> <p>Weekly spelling sessions following 'Spelling Shed' scheme of work.</p>	<p>English lessons are based around quality books, linked to topics where possible, following Jane Considine's approach to writing.</p> <p>Comprehension activities are completed with teacher support and independently.</p> <p>Class reads are shared daily.</p> <p>Teacher models fluency and reading with expression. They also identify new vocabulary and discuss meaning. Teacher models inference skills, retrieving information and making predictions.</p>	<p>Every pupil is read to each day by an adult.</p> <p>Teachers, TA's, apprentices, students and volunteers all are involved in reading with children.</p> <p>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.</p>	<p>Baseline assessment at beginning of year and then termly.</p> <p>Assesses fluency and comprehension skills. Placed on appropriate band of Big Cat reading scheme book.</p> <p>Phonics stage identified and put on phonics tracker.</p> <p>Phonics screening test if not achieved at Year 1.</p> <p>Reading comprehension test to be completed every term and scores entered onto data overview sheet.</p> <p>KS1 Reading SATs.</p>

	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	<p><u>Developing a love for reading</u> 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.</p> <p>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 them to share stories and hot chocolate with adults at home.</p> <p><u>Home Reading</u> 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 to check understanding.</p> <p><u>Reading Records</u> Reading records are completed by pupils, staff</p>	<p>Phonics intervention if needed.</p> <p>Weekly spelling sessions following 'Spelling Shed' scheme of work.</p> <p>Spelling Menus are given to each child with a range of spelling activities (word pyramids, word families, quick write, bubble write) to work on independently.</p>	<p>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.</p> <p>English lessons are based around quality books, linked to topics where possible, following Jane Considine's approach to writing.</p> <p>Whole class reading sessions focussed around current affairs, topic or theme. (Ashley Booth)</p> <p>Reading Puzzle activity focussing on a picture or extract.</p> <p>A range of independent comprehension activities.</p>	<p>Those children not secure with phonics, continue with Little Wandle Catch up during 1:1 intervention sessions.</p> <p>Specific interventions are available for children with identified needs.</p> <p>1:1 reading for those needing support with fluency or comprehension, with focussed questions to develop understanding.</p> <p>Paired reading with older children.</p>	<p>Baseline assessment at beginning of year and then termly. Assesses fluency and comprehension skills. Placed on appropriate band of Big Cat reading scheme book.</p> <p>Reading Assessment sheets (National Curriculum statements)– Self assessed by the children and assessed by teacher and updated each half term, using RAG scale.</p> <p>Teacher assessments placed on data sheets every term for termly moderation.</p> <p>Reading comprehension test</p>

	<p>and parents and shows all reading completed at home.</p> <p>Incentives Dojo points are given to children who have regular entries in their diaries: Recording own reading, reading to someone at home and completing a task from the back of the book.</p>				<p>to be completed every term and scores entered onto data overview sheet.</p> <p>Teacher assessment during Hooked on Books and group reading sessions.</p>
Year 4	<p>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.</p> <p>Reading buddy activities takes place each half term, giving the children opportunities to share stories with younger children, modelling effective reading techniques. 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 adult home.</p> <p>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 tasks at the back of the Big Cat books to check understanding.</p>	<p>Those children not secure with phonics, continue with Little Wandle catch up during 1:1 intervention sessions.</p> <p>Specific interventions are available for children with identified needs.</p> <p>Weekly spelling sessions following 'Spelling Shed' scheme of work.</p> <p>Spelling Menus are given to each child with a range of spelling activities (word pyramids, word families, quick write, bubble write) to work on independently.</p>	<p>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.</p> <p>English lessons are based around quality books, linked to topics where possible, following Jane Considine's approach to writing.</p> <p>Whole class reading sessions focussed around current affairs, topic or theme. (Ashley Booth)</p> <p>Reading Puzzle activity focussing on a picture or extract.</p>	<p>Those children not secure with phonics, continue with Little Wandle Catch Up during 1:1 intervention sessions.</p> <p>Specific interventions are available for children with identified needs.</p> <p>1:1 reading for those needing support with fluency or comprehension, with focussed questions to develop understanding.</p> <p>Paired reading with older children.</p>	<p>Baseline assessment at beginning of year and then termly. Assesses fluency and comprehension skills. Placed on appropriate band of Big Cat reading scheme book.</p> <p>Reading Assessment sheets (National Curriculum statements)– Self assessed by the children and assessed by teacher and updated each half term, using RAG scale.</p> <p>Teacher assessments placed on data sheets every term for termly moderation.</p>

	<p>Reading Records Reading records are completed by pupils, staff and parents and shows all reading completed at home.</p> <p>Incentives Dojo points are given to children who have regular entries in their diaries: Recording own reading, reading to someone at home and completing a task from the back of the book.</p>		A range of independent comprehension activities.		<p>Reading comprehension test to be completed every term and scores entered onto data overview sheet.</p> <p>Teacher assessment during Hooked on Books and group reading sessions.</p>
Year 5	<p>Developing a love for reading</p> <p>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.</p> <p>Poetry books are also read on a daily basis. Books are displayed around the classroom and reading areas are imaginative and inviting.</p> <p>Reading buddy activities takes place each half term, giving the children opportunities to share stories with younger children, modelling effective reading techniques.</p> <p>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.</p> <p>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</p>	<p>Those children not secure with phonics, continue with Little Wandle Catch Up during 1:1 intervention sessions.</p> <p>Specific interventions are available for children with identified needs.</p> <p>Weekly spelling sessions following 'Spelling Shed' scheme of work.</p> <p>Spelling Menus are given to each child with a range of spelling activities (word pyramids, word families, quick write, bubble write) to work on independently.</p>	<p>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.</p> <p>English lessons are based around quality books, linked to topics where possible, following Jane Considine's approach to writing.</p> <p>Whole class reading sessions focussed around current affairs, topic or theme. (Ashley Booth)</p>	<p>Those children not secure with phonics, continue with Little Wandle Catch Up during 1:1 intervention sessions.</p> <p>Specific interventions are available for children with identified needs.</p> <p>1:1 reading for those needing support with fluency or comprehension, with focussed questions to develop understanding.</p>	<p>Baseline assessment at beginning of year and then termly. Assesses fluency and comprehension skills. Placed on appropriate band of Big Cat reading scheme book.</p> <p>Reading Assessment sheets (National Curriculum statements)– Self assessed by the children and assessed by teacher and updated each half term, using RAG scale.</p> <p>Teacher assessments placed on data sheets every</p>

	<p>as necessary. Pupils are encouraged to complete to the back of the Big Cat books to check understanding.</p> <p>Reading Records Reading records are completed by pupils, staff and parents and shows all reading completed at home.</p> <p>Incentives Dojo points are given to children who have regular entries in their diaries: Recording own reading, reading to someone at home and completing a task from the back of the book.</p>		<p>Reading Puzzle activity focussing on a picture or extract.</p> <p>A range of independent comprehension activities.</p>		<p>term for termly moderation.</p> <p>Reading comprehension test to be completed every term and scores entered onto data overview sheet.</p> <p>Teacher assessment during Hooked on Books and group reading sessions.</p>
Year 6	<p>Developing a love for reading</p> <p>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.</p> <p>Poetry books are also read on a daily basis. Books are displayed around the classroom and reading areas are imaginative and inviting.</p> <p>Reading buddy activities takes place each half term, giving the children opportunities to share stories with younger children, modelling effective reading techniques.</p> <p>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.</p> <p>Home Reading All children are allocated a book from the Big</p>	<p>Those children not secure with phonics, continue with Little Wandle Catch Up during 1:1 intervention sessions.</p> <p>Specific interventions are available for children with identified needs.</p> <p>Weekly spelling sessions following 'Spelling Shed' scheme of work.</p> <p>Spelling Menus are given to each child with a range of spelling activities (word pyramids, word</p>	<p>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.</p> <p>English lessons are based around quality books, linked to topics where possible, following Jane Considine's approach to writing.</p> <p>Whole class reading sessions focussed around current affairs, topic or theme. (Ashley Booth)</p>	<p>Those children not secure with phonics, continue with Little Wandle Catch Up during 1:1 intervention sessions.</p> <p>Specific interventions are available for children with identified needs.</p> <p>1:1 reading for those needing support with fluency or comprehension, with focussed questions to develop understanding.</p> <p>Booster sessions in preparation for KS2 SAT.</p>	<p>Baseline assessment at beginning of year and then termly. Assesses fluency and comprehension skills. Placed on appropriate band of Big Cat reading scheme book.</p> <p>Reading Assessment sheets (National Curriculum statements)– Self assessed by the children and assessed by teacher and updated each half term, using RAG scale.</p>

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