

Our Reading curriculum is being developed around the core components of Decoding, Fluency, Vocabulary knowledge, Background knowledge and Comprehension. All are significantly interlinked and a child's increasing ability in each one will support progress in the others. Increasing proficiency in decoding allows for more cognitive load to be used on reading words fluently. Subsequently, effective fluency allows the cognitive load to be used for extracting and comprehending meaning from the text - drawing on knowledge of the vocabulary and wider background knowledge.

Phonics

We follow the Twinkl Phonics scheme through Year R, Ks1 and into Year 3. We also use these materials to support interventions in Ks2. In Year R and Ks1, Phonics is taught as two whole class sessions per day. The 30-minute morning session introduces the sound. In the afternoon session a mini-book is presented which links to the new sound and previously taught sounds. In Year 3, there is a daily whole class phonics session in the Autumn term as well as ongoing intervention for children not yet decoding at an age-appropriate level.

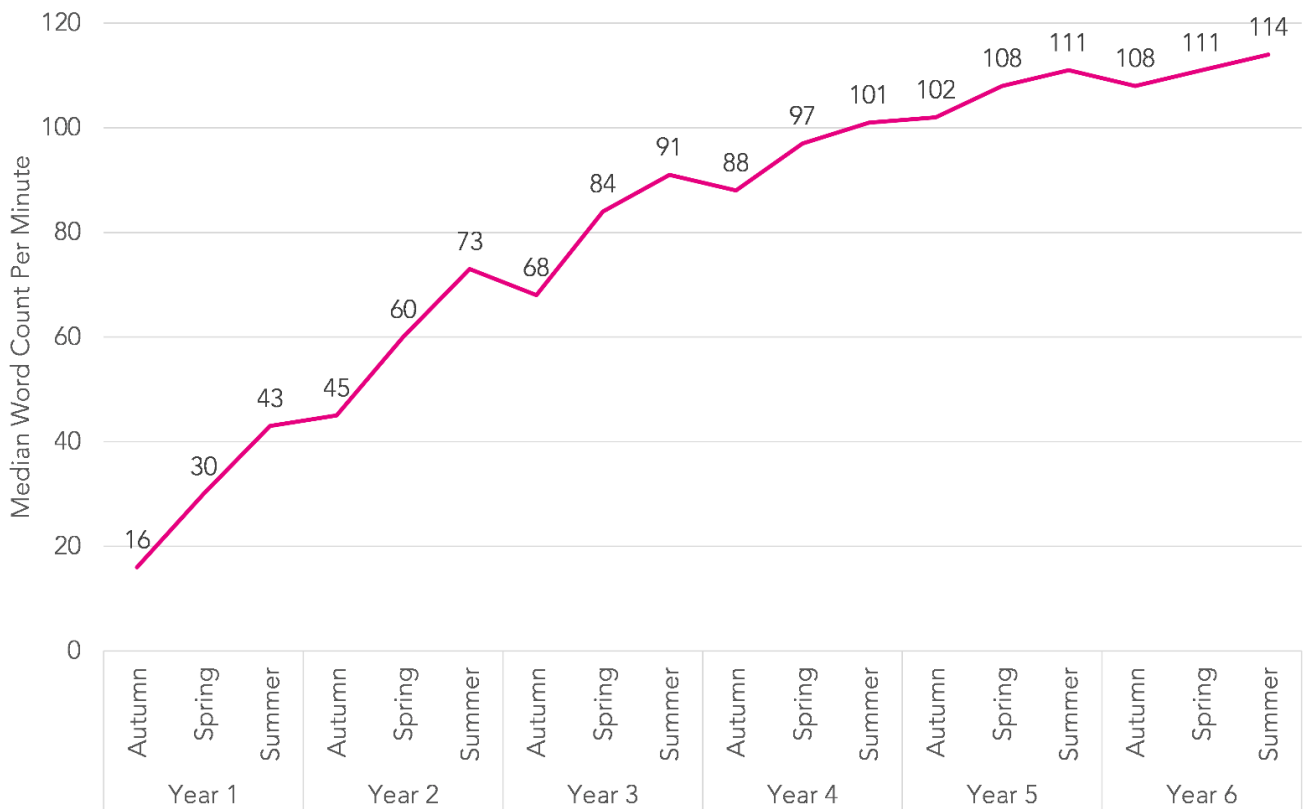
Fluency

'Reading fluency can be defined as reading with accuracy, automaticity and prosody. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.' Reading Fluency, Education Endowment Foundation (EEF)

Whole class fluency lessons begin in the summer of Year 2 and run throughout Year 3 and 4. There are also catch-up sessions for children who are not yet reading within the age-appropriate Word Count Per Minute (WCPM) throughout Ks2. Fluency sessions are designed so that every child is able to repeatedly read a short, meaningful passage a number of times and get useful feedback from their peers and teachers about their **accuracy, automaticity and prosody**. Additional strategies, such as those promoted by the EEF, are utilised to support progress for all our children.

Three times a year, each child will be assessed to record their current WCPM and identify if further individual support is required.

Median Oral Reading Fluency by Year Group and Term



Taken from FFT Education Datalab (www.ffteducationdatalab.org.uk)

Reading Books

Rhino Readers are books designed to consolidate children’s decoding of sounds they have already learnt and begin to develop **fluency**. Each child in Year 1 and 2 is provided with a Rhino Reader to take home and practice with every week. Children in Year 3 will also access these books during the early part of the year until they are confidently decoding and becoming more fluent.

Throughout Year R and Ks1, our children are also provided with a **high-quality age-appropriate book** to explore and enjoy. We encourage this to be done as an enriching activity with family members at home. In Year 3 and all through Ks2, our children are given access to a wide selection of age-appropriate texts of increasing complexity. These **Reading books** are labelled according to a year group that matches which age they are most appropriate for. However, each child will be encouraged to read books that match their reading ability and next steps, rather than purely their chronological age. Therefore, a child in Year 4 may well be reading a text labelled ‘Year 3’ if they are not yet working at their expected age and seeking to make progress.

Starting in Year 3, our children are encouraged to become **Reading Explorers** each week as part of their reading lessons and build upon the foundations established in EYFS and Ks1. This is their opportunity to read and share a range of age-appropriate fiction and non-fiction reading materials with peers, adults in class or by themselves. They can check out recent editions of The Week Junior and First News or read an article from the Newsround website.

Individual children will read the age-appropriate book of their choice to teachers or support staff during these sessions. They will discuss what they are reading and what they might choose to read next before having the time to make new selections. Children are also supported to read to each other and to hear adults’ model some reading as well. Outside of these sessions, class teams will give

children every opportunity to practice reading aloud or hear other good reading models to support their progress.

Each class also have a range of accessible **Class readers**; alternative books for children to enjoy and share. These books do not provide the same level of challenge at word or text level; however, they should be considered as 'gateway' books for some children, with subjects, themes and layouts that are appealing and less intimidating to some.

Classrooms also have a range of **Curriculum books** matched to their Foundation curriculum and other engaging **Non-Fiction texts** for children to explore.

Comprehension strategies

Extended reading lessons are planned to provide our children with a longer period of reading, listening to and considering an engaging text. In Year 3, most of the reading will be done by the class teacher as the children follow along using their own copy of the text. As more children become fluent readers, the responsibility to reading the text to the class is shared between the adults and children. The reading is supported by short explanations and some questioning to formatively assess the children's comprehension. Lessons are commonly planned from the current class reading text.

Close reading lessons are designed to teach children how to analyse and consider the themes and language choices of an author in a range of texts. As well explanations, questioning is used to draw out children's comprehension and to allow them to express views and opinions about what they are reading. In these lessons, the reading is done by the class teacher, by children, to the whole class or in pairs. There are opportunities for children to record some written responses to questions as appropriate to their writing skills and understanding. The learning is planned predominantly from fiction extracts, poems and speeches. In Year 5 and 6, the children will be introduced to more unfamiliar texts as part of these sessions.

Whole School Reading Map

(ALL children/Intervention)

	PHONICS	READING BOOKS	FLUENCY	COMPREHENSION
P/S				Whole class Shared reading
R	Whole Class Phonics <i>Daily 60 minutes</i> Phonics Catch-up	<ul style="list-style-type: none"> Decodable scheme book Picture book 		Whole class Shared reading
1	Whole Class Phonics <i>Daily 60 minutes</i> Phonics Catch-up	<ul style="list-style-type: none"> Decodable scheme book Picture book 		Whole class Shared reading
2	Whole Class Phonics <i>Daily 60 minutes</i> Phonics Catch-up	<ul style="list-style-type: none"> Decodable scheme book Picture book Rhino reader 	Whole class Fluency <i>1 x 30 minutes weekly</i> <i>Summer Term</i>	Whole class Shared reading
3	Whole Class Phonics <i>Daily 30 minutes</i> <i>Autumn Term</i> Phonics Catch-up	<ul style="list-style-type: none"> 'Reading Explorers' 1 x 30 minutes weekly Picture book Rhino reader Age-appropriate fiction book Age-appropriate non-fiction book 	Whole class Fluency <i>2 x 30 minutes weekly</i>	<i>2x 30 minutes weekly</i> 1. Extended reading 2. Close reading
4	Phonics Catch-up	<ul style="list-style-type: none"> 'Reading Explorers' 1 x 30 minutes weekly Age-appropriate fiction book Age-appropriate non-fiction book Ability matched fiction/non-fiction book Decodable scheme book Rhino reader 	Whole class Fluency <i>2 x 30 minutes weekly</i> <i>Autumn Term</i> <i>1 x 30 minutes weekly</i> <i>Spring and Summer Term</i>	<i>2x 30 minutes weekly</i> 1. Extended reading 2. Close reading
5	Phonics Catch-up	<ul style="list-style-type: none"> 'Reading Explorers' 1 x 30 minutes weekly Age-appropriate fiction book Age-appropriate non-fiction book Ability matched fiction/non-fiction book Decodable scheme book Rhino reader 	Fluency Catch-up	<i>2 x 30 minutes weekly</i> 1. Extended reading 2. Close reading
6	Phonics Catch-up	<ul style="list-style-type: none"> 'Reading Explorers' 1 x 30 minutes weekly Age-appropriate fiction book Age-appropriate non-fiction book Ability matched fiction/non-fiction book Decodable scheme book Rhino reader 	Fluency Catch-up	<i>3 x 30 minutes weekly</i> 1. Extended reading 2. Close reading