



Reading Curriculum Overview

Pedagogical Approaches and Strategies

- Little Wandle- fidelity to scheme. Teachers' subject knowledge is strong: all understanding the principles of word reading (decoding) and spelling (encoding/segmenting)
- Reception, Year 1 and Year 2 read a text three times for prosody
- Decodable books matched to phonics scheme
- Weekly comprehension activities which allow children the opportunities to re-read and repeat learning
- Pre-reading is planned into guided reading sessions
- Vocabulary focus based on the text children are reading
- Modelled fluency sessions weekly by the teacher for the whole class
- Guided reading sessions focus on the strands of reading- usually linked to a topic
- Guided reading texts matched to children's reading ability
- Class is read to by an adult in 'Reading Club' sessions
- Reading for Pleasure sessions planned into the curriculum 3x per week
- Phonic/reading interventions happen weekly 'Keep up' in Reception and KS1 and 'Catch up in KS2
- Library sessions every two weeks for all year groups
- Try to ensure a range of genres for children to read
- Reading diaries checked daily and house points awarded
- Reading charts displayed in KS2 so children can celebrate how much they read
- Daily readers with bottom 20% of class
- Hi-Lo books which allow KS2 to read a text based on their WPM fluency
- Record of what children are reading at home
- Regular author visits to promote love of reading

Environment

- Creative and engaging reading areas in all classrooms
- Librarians – pupil leadership roles
- Library area for foundation stage, KS1 and KS2
- Teachers create an atmosphere that encourages a love of reading
- Good range of different reading materials available, including audio books and children's own books
- Reading is celebrated and encouraged at every opportunity

Assessment

- Teachers use a diagnostic assessment to address learning gaps
- Teachers know why they are conducting assessments: what information and what is the use of this information
- Termly summative assessment tests for each year group
- Pupil progress meetings indicate areas for development with individual pupils
- Foundation entry baseline
- Y2 SATS papers
- Ongoing teacher assessments
- Learning walks, moderations, observations, monitoring
- Target teaching and support by accurately assessing pupils' needs.
- Interventions based in initial data- reassessed every four weeks.
- Regular RfP
- 5 weekly reads at home
- Fluency reading assessments for bottom 20% in KS2

Timetabling

- Library sessions biweekly
- Regular reading for pleasure
- Reading Club sessions- teacher demonstrates love of reading 2x per week
- 5 x reading at home promoted
- Weekly interventions for bottom 20%
- Daily reading for bottom 20%

Interventions and provision for vulnerable inc. EAL

- Focus Group sessions to ensure 'keep up' not 'catch up
- Interventions are consistent across the school following Little Wandle
- Small group interventions (Little Wandle) -not during English session
- Reading comprehension supported by TA for bottom 20%
- Catch-up and keep-up provision is non-negotiable, timetabled
- Daily reading
- Head Teacher's award
- Parents spoken to

Staff CPD and induction	<ul style="list-style-type: none"> • Reading training carried out in staff meetings • Reading fluency books shared and how to assess • English Lead has led sessions on reading environments • Phonics training carried out with all teaching assistants • All teaching assistants have watched lessons • ECTs to observe good practice
Phonics	<ul style="list-style-type: none"> • Early Intervention Gaps Intervention • Books matched to phonic ability • Daily phonics across Key Stage One and Foundation Stage with fidelity to the scheme • Little Wandle • Regular practical and hands on experiences to deepen the pupils' learning. • Little Wandle Bridge to spelling in Year 2 • Development of spelling rules as outlined in the National Curriculum. • Little Wandle assessment every 4 weeks • Phonics Tracker • Word mats to support children with their writing
Language	<ul style="list-style-type: none"> • Rich vocabulary through quality texts • Language rich environments • New words drawn out through texts as part of guided reading • Shared/ guided reading to use to develop more complex language
Reading Community	<ul style="list-style-type: none"> • 5 times a week to read a home for homework • Reading events such as: Scholastics book fair, World Book Day • Biweekly visits for the library • Parent workshops • Link with local secondary school to listen to readers