

Developing Reading at North Clifton Primary School

<u>Year</u>	Reading for Pleasure and	Phonics and Spelling	Reading in the	Reading	<u>Assessment</u>
Group	Home Reading		classroom	intervention/focus	
				groups	
EYFS	Developing a love for reading	Synthetic phonics taught	Sharing stories, discussing	Every pupil is read to	Reception baseline
		in fun, interactive	the content and asking	each day by an adult.	completed.
	Books are read in each class every day, and childr	sessions daily.	questions about		
	encouraged to choose their favourite books to be		characters, setting and	Teachers, TA's,	Children's reading is
	hem.	Small teaching groups	plot happens daily.	apprentices, students and	monitored using the
	Books are displayed around the classroom and re	with teacher or TA.		volunteers all are	'Development Matters'
	reas are imaginative and inviting.		Picture books are shared	involved in reading with	to identify if on track
			and favourite books are	children.	or working towards
	Reading buddy activities takes place each		read often. Teacher or TA		expectations.
	half term, giving the children opportunities to sh		models book skills – how	Target children not	
	tories with older children.		to hold a book, fluency,	meeting expectations are	Reception are assessed
	Children are also chosen to have the 'Book Baske		and expression.	identified though phonics	against the Early
	nome for the weekend, to enable them to share		Discussion of the book	tracker and daily teaching	Learning Goals at the
	and hot chocolate with adults at home.		focusses on key skills of	and one to one	end of the year.
			understanding new	intervention put in place	
	Home Reading		vocabulary, making	individually or in a small	Phonics assessments
	All children are allocated a book which is matche		inferences, predictions,	group.	completed half termly
	urrent phonics phase. They also have a 'free rea		giving opinions about the		using phonics tracker.
	picture book or book with small amount of text to		book, finding answers		
	nome. This books are changed each week and pu		from the text and		
	encouraged to re-read in order to become more		summarising.		

	with the story. Words, pictures and sounds learned phonics lessons are also sent home with children practice. Reading Records Reading records are completed by staff and pareshows all reading completed at home. Incentives Dojo points are given to children who have regular their diaries. Reading charts are used in class to check regular at home.		Where appropriate, and depending on cohort, English lessons are based around quality books, following Jane Considine's EYFS approach to writing.		
Year 1	Books are read in each class every day, and childrencouraged to choose their favourite books to be them. Books are displayed around the classroom and reareas are imaginative and inviting. Reading buddy activities takes place each half term, giving the children opportunities to shories with older children. Children are also chosen to have the 'Book Baskenome for the weekend, to enable them to share and hot chocolate with adults at home. Home Reading All children are allocated a book which is matched phonics level. They also have a 'free reader' picture book with small amount of text to share at hor books are changed each week and pupils are encore-read in order to become more familiar with	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,	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.

	story. Words and sounds learned in phonics lesson also sent home with children. Reading Records Reading records are completed by staff and pare shows all reading completed at home. ncentives Dojo points are given to children who have regular their diaries. Reading charts are used in class to regular reading at home.		giving opinions about the book, finding answers from the text and summarising. Phonics based comprehension activities.		
Year 2	Developing a love for reading Books are read in each class every day, and childrencouraged to choose their favourite books to be them. Books are displayed around the classroom and reareas are imaginative and inviting. Reading buddy activities takes place each half term, giving the children opportunities to shories with older children. Children are also chosen to have the 'Book Baske nome for the weekend, to enable them to share and hot chocolate with adults at home. Home Reading All children are allocated a book which is matche phonics level. They also have a 'free reader' picture book with small amount of text to share at hor books are changed each week and pupils are encore-read in order to become more familiar with story. Words and sounds learned in phonics lesson also sent home with children. Reading Records Reading Records	Small teaching groups with teacher or TA. Those children not secure with phonics, continue with Letters and Sounds 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 Assessment sheets (National Curriculum statements)— Self assessed by the children and assessed by teacher and updated each half

	ncentives Dojo points are given to children who have regula n their diaries. Reading charts are used in class to egular reading at home.				Teacher assessments placed on tracker (Excel) every term for termly moderation. Reading comprehension test to be completed every term and scores entered onto data overview sheet. KS1 Reading SATs.
Year 3	Developing a love for reading A class novel, usually linked to our topic, book that children vote to read, is read dishe end of the day. Fluency and expression modelled by the teacher, along with discoff new vocabulary encountered. Poetry books are also read on a daily bas Books are displayed around the classroom and reareas are imaginative and inviting. Reading buddy activities takes place each half term, giving the children opportunities to shorters with older/younger children. Children are also chosen to have the 'Book Baske nome for the weekend, to enable them to share and hot chocolate with adults at home.	Phonics intervention if needed. Weekly spelling sessions following 'Spelling Shed' scheme of work. 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.	Jane Considine's Hooked on Books approach is used for whole class reading sessions. Teacher chooses a different lense 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	Those children not secure with phonics, continue with Letters and Sounds during 1:1 intervention sessions. Precision teaching, Toe by Toe and The Snip Intervention programme are used as 1:1 teaching tools. 1:1 reading for those needing support with fluency or comprehension, with focussed questions to develop understanding. Paired reading with older	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.

	All children are allocated a book from the Big Cat		current affairs, topic or		(Excel) every term for
	scheme, which is matched to their reading level.		theme. (Ashley Booth)		termly moderation.
	have a 'free reader' book to read alongside The		themer (nome) booting		termy moderation.
	are changed as necessary. Pupils are encouraged		Reading Puzzle activity		Reading
	complete tasks at the back of the Big Cat books to		focussing on a picture or		comprehension test to
	understanding.		extract.		be completed every
	Reading Records				term and scores
	Reading records are completed by pupils, staff ar		A range of independent		entered onto data
	parents and shows all reading completed at hom		comprehension activities.		overview sheet.
	ncentives				
	Dojo points are given to children who have				Teacher assessment
	regular entries in their diaries: Recording own				during Hooked on
	reading, reading to someone at home and				Books and group
	completing a task from the back of the book.				reading sessions.
Year 4	Developing a love for reading	Those children not	Jane Considine's Hooked	Those children not secure	Baseline assessment at
		secure with phonics,	on Books approach is used	with phonics, continue	beginning of year and
	A class novel, usually linked to our topic,	continue with Letters	for whole class reading	with Letters and Sounds	then termly. Assesses
	book that children vote to read, is read d	and Sounds during 1:1	sessions. Teacher chooses	during 1:1 intervention	fluency and
	the end of the day. Fluency and expression	intervention sessions.	a different lense from	sessions.	comprehension skills.
	modelled by the teacher, along with disc	Precision teaching, Toe	each tier of the reading	<u> </u>	Placed on appropriate
	, , ,	by Toe and The Snip	rainbow to focus on. Text	Precision teaching, Toe by	band of Big Cat reading
	of new vocabulary encountered.	Intervention programme	can be an extract, novel or	Toe and The Snip	scheme book.
	Poetry books are also read on a daily bas	also used.	picture book targeted at	Intervention programme	D 12 A
	Books are displayed around the classroom and re	Markhanallina acciona	appropriate age/ ability.	are used as 1:1 teaching	Reading Assessment
	areas are imaginative and inviting.	Weekly spelling sessions	English lossons are based	tools.	sheets (National Curriculum
		following 'Spelling Shed' scheme of work.	English lessons are based around quality books,	1:1 reading for those	statements)– Self
	Reading buddy activities takes place each	SCHEILE OF WOLK.	linked to topics where	needing support with	assessed by the
	half term, giving the children opportunities to sh	Spelling Menus are given	possible, following Jane	fluency or	children and assessed
	tories with younger children, modelling effective	to each child with a	Considine's approach to	comprehension, with	by teacher and
	echniques. Children are also chosen to have the 'Book Baske		writing.	focussed questions to	updated each half
	nome for the weekend, to enable them to share:	activities (word		develop understanding.	term, using RAG scale.
	and hot chocolate with adults at home.	pyramids, word families,	Whole class reading	2.2.0.0p 22010tanianiBi	12, 33g 10 10 3001C1
	and not chocolate with addits at nome.	quick write, bubble	sessions focussed around	Paired reading with older	Teacher assessments
	Home Reading	write) to work on	current affairs, topic or	children.	placed on tracker
	Tome neutring	independently.	theme. (Ashley Booth)		

Year 5	All children are allocated a book from the Big Cat scheme, which is matched to their reading level. have a 'free reader' book to read alongside The are changed as necessary. Pupils are encouraged complete tasks at the back of the Big Cat books to understanding. Reading Records Reading records are completed by pupils, staff are parents and shows all reading completed at homogenetives 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. Developing a love for reading A class novel, usually linked to our topic,	Those children not secure with phonics, continue with Letters and Sounds during 1:1	Reading Puzzle activity focussing on a picture or extract. A range of independent comprehension activities. Jane Considine's Hooked on Books approach is used for whole class reading sessions. Teacher chooses	Those children not secure with phonics, continue with Letters and Sounds during 1:1 intervention	(Excel) every term for termly moderation. Reading comprehension test to be completed every term and scores entered onto data overview sheet. Teacher assessment during Hooked on Books and group reading sessions. Baseline assessment at beginning of year and then termly. Assesses fluency and
	book that children vote to read, is read do the end of the day. Fluency and expression modelled by the teacher, along with discordinew vocabulary encountered. Poetry books are also read on a daily bas Books are displayed around the classroom and reareas are imaginative and inviting. Reading buddy activities takes place each half term, giving the children opportunities to shorters with younger children, modelling effective echniques. Children are also chosen to have the 'Book Baske nome for the weekend, to enable them to share and hot chocolate with adults at home. Home Reading	intervention sessions. Precision teaching, Toe by Toe and The Snip Intervention programme also used.	a different lense 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	sessions. Precision teaching, Toe by Toe and The Snip Intervention programme are used as 1:1 teaching tools. 1:1 reading for those needing support with fluency or comprehension, with focussed questions to develop understanding.	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 tracker

	All children are allocated a book from the Big Cat	write) to work on	current affairs, topic or		(Excel) every term for
	scheme, which is matched to their reading level.	independently.	theme. (Ashley Booth)		termly moderation.
	have a 'free reader' book to read alongside The	macpendenti,	eneme (risiney bootin)		termy moderation.
	are changed as necessary. Pupils are encouraged		Reading Puzzle activity		Reading
	complete tasks at the back of the Big Cat books to		focussing on a picture or		comprehension test to
	understanding.		extract.		be completed every
					term and scores
	Reading Records		A range of independent		entered onto data
	Reading records are completed by pupils, staff ar		comprehension activities.		overview sheet.
	parents and shows all reading completed at hom				
	<u>ncentives</u>				Teacher assessment
	Dojo points are given to children who have				during Hooked on
	regular entries in their diaries: Recording own				Books and group
	reading, reading to someone at home and				reading sessions.
	completing a task from the back of the book.				
Year 6	Developing a love for reading	Those children not	Jane Considine's Hooked	Those children not secure	Baseline assessment at
		secure with phonics,	on Books approach is used	with phonics, continue	beginning of year and
	A class novel, usually linked to our topic,	continue with Letters	for whole class reading	with Letters and Sounds	then termly. Assesses
	book that children vote to read, is read d	and Sounds during 1:1	sessions. Teacher chooses	during 1:1 intervention	fluency and
	the end of the day. Fluency and expression	intervention sessions.	a different lense from	sessions.	comprehension skills.
	modelled by the teacher, along with disc	Precision teaching, Toe	each tier of the reading		Placed on appropriate
	, , ,	by Toe and The Snip	rainbow to focus on. Text	Precision teaching, Toe by	band of Big Cat reading
	of new vocabulary encountered.	Intervention programme	can be an extract, novel or	Toe and The Snip	scheme book.
	Poetry books are also read on a daily bas	also used.	picture book targeted at	Intervention programme	Dooding Assessment
	Books are displayed around the classroom and re	Weekly spelling sessions	appropriate age/ ability.	are used as 1:1 teaching tools.	Reading Assessment sheets (National
	areas are imaginative and inviting.	following 'Spelling Shed'	English lessons are based	tools.	Curriculum
		scheme of work.	around quality books,	1:1 reading for those	statements)– Self
	Reading buddy activities takes place each	scheme of work.	linked to topics where	needing support with	assessed by the
	half term, giving the children opportunities to sh	Spelling Menus are given	possible, following Jane	fluency or	children and assessed
	tories with younger children, modelling effective	to each child with a	Considine's approach to	comprehension, with	by teacher and
	echniques. Children are also chosen to have the 'Book Baske	range of spelling	writing.	focussed questions to	updated each half
	nome for the weekend, to enable them to share:	activities (word		develop understanding.	term, using RAG scale.
	and hot chocolate with adults at home.	pyramids, word families,	Whole class reading		,
	and not enocolate with addits at nome.	quick write, bubble	sessions focussed around	Booster sessions in	Teacher assessments
	Home Reading	. ,		preparation for KS2 SAT.	placed on tracker

All children are allocated a book from the Big Cat	write) to work on	current affairs, topic or	(Excel) every term for
scheme, which is matched to their reading level.	independently.	theme. (Ashley Booth)	termly moderation.
have a 'free reader' book to read alongside The			
are changed as necessary. Pupils are encouraged		Reading Puzzle activity	Reading
complete tasks at the back of the Big Cat books to		focussing on a picture or	comprehension test to
understanding.		extract.	be completed every
			term and scores
Reading Records		A range of independent	entered onto data
Reading records are completed by pupils, staff ar		comprehension activities.	overview sheet.
parents and shows all reading completed at hom			
ncentives			Teacher assessment
Dojo points are given to children who have			during Hooked on
regular entries in their diaries: Recording own			Books and group
reading, reading to someone at home and			reading sessions.
completing a task from the back of the book.			
			KS2 Reading SAT (May)