

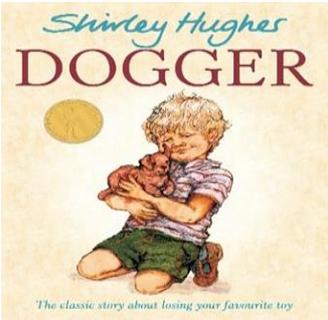
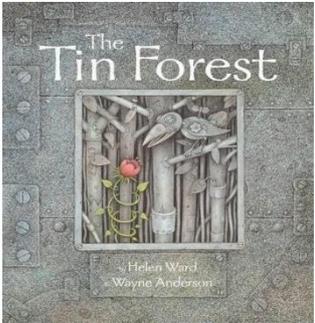
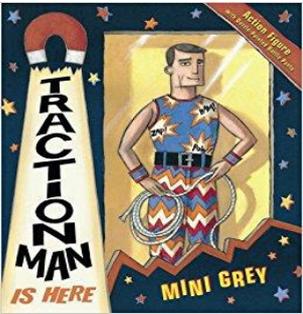
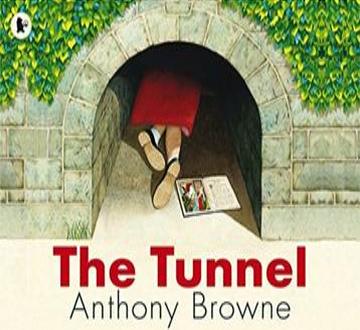
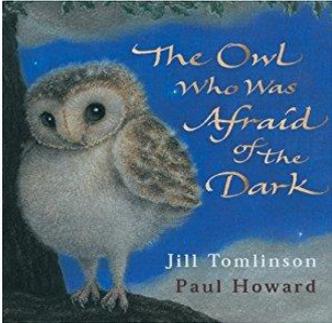
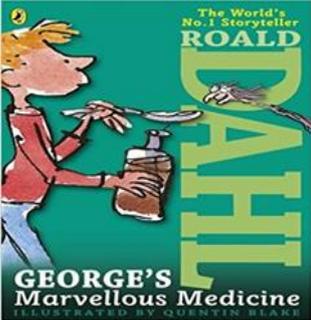
The Reading Strategy

EYFS – Phonics and the start of Reading

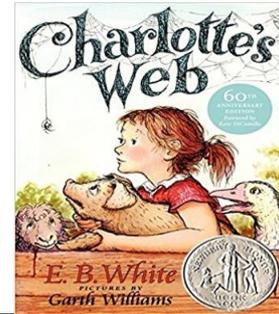
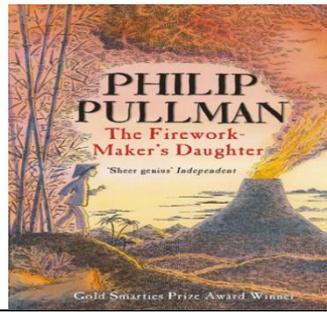
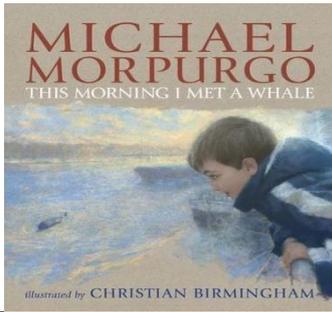
Children in both F1 and F2 access daily Read Write Inc. sessions where they learn to articulate pure letter sounds through a range of multisensory activities. As the year progresses, children move on to reading ditties and trickier Read Write Inc. stories. Children use and apply their phonic skills when accessing continuous provision through reading labels, captions, instructions and other text in the environment.

We have introduced a weekly 'Imagination Library' session into F1 where parents are supported in ways to help their child with early reading skills and to promote a love of books.

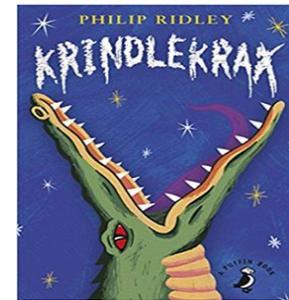
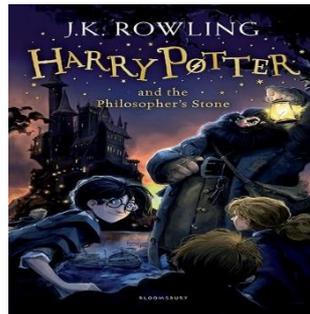
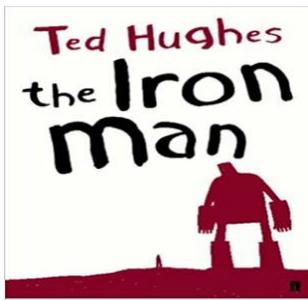
The Reading Strategy is a trust-wide approach to develop reading comprehension skills. It takes place EVERY day for a minimum of 30 minutes. It incorporates age-appropriate, challenging texts, which are rich in vocabulary. The core texts are:

Year 1		
 <p>Shirley Hughes DOGGER <i>The classic story about losing your favourite toy</i></p>	 <p>The Tin Forest Helen Ward Wayne Anderson</p>	 <p>TRACTOR MAN IS HERE MINI GREY</p>
Year 2		
 <p>The Tunnel Anthony Browne</p>	 <p>The Owl Who Was Afraid Of the Dark Jill Tomlinson Paul Howard</p>	 <p>The World's No. 1 Storyteller ROALD DAHL GEORGE'S Marvellous Medicine</p>

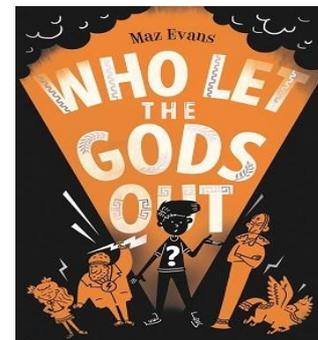
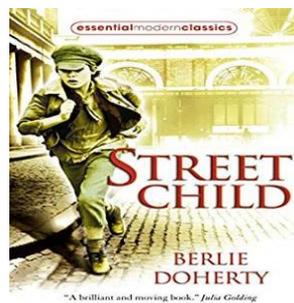
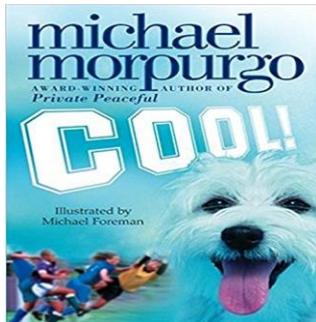
Year 3



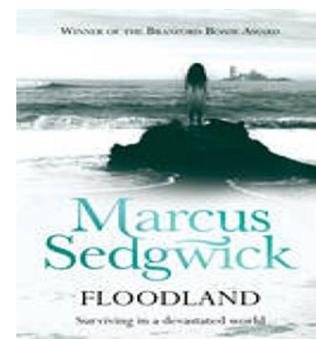
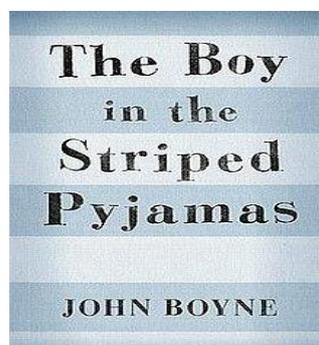
Year 4



Year 5



Year 6



All schools teach the same text in each year group. This allows for better collaboration and development and shared planning for schools. There is a clear focus on core comprehension skills which are age appropriate. The strategy aims to develop 'depth' in pupil's responses to their reading. The use of a clear structure supports staff and develops confidence in their delivery of reading. All pupils are exposed to high quality texts and discussions, despite potential barriers to their word reading and comprehension.

The Core principles of the Reading Strategy are as follows:

- A 30-40 minute whole class text reading session (Additional reading time to be organised by the school)
- Wherever possible, whole class reading should take place during the morning.
- This is a non-negotiable session which must not be missed.
- All Academies must use the set texts provided.
- Texts will last for one full term.
- The text used in the reading session need not necessarily link to the work in other areas of the curriculum. The quality of the text is paramount.
- Teachers will identify children who are not yet on track to meet ARE for their year group and will plan sessions IN ADDITION to develop their decoding and fluency.
- All year groups will have a reading response book. There should be 2 pieces of written response per week. These may be independent, guided, formal or informal responses to reading. These books should reflect the pride and importance of reading.
- The reading session will need to be supplemented with non-fiction and poetry to ensure that a broad range of literature is experienced.

Rationale for the implementation of the Reading Strategy

The Strategy has been developed in order to support and develop teaching and learning across our trust. The Strategy aims to:

- Ensure that ALL children across the trust are exposed to high quality, challenging texts.
- Allow for better collaboration both within individual schools in year groups and across academies to share best practice.

- Reduce teacher workload through shared planning and resourcing.
- Develop teacher confidence by allowing them to get to 'know a book' and 'well'.
- Ensure that all staff, at all levels, have a sound overview of each child's basic reading diet across their school.
- Create greater opportunities for cluster school moderation- raising staff awareness of reading expectations in each year group.
- Draw upon expertise of teachers across the academy trust to support colleagues.
- Strengthen the quality and quantity of CPD opportunities offered to academy staff.

Impact

- Increase in outcomes (See tracking and 3 year trend document)
- Improvement in confidence in reading and comprehension skills
- All pupils are exposed to, and begin to utilise a wider vocabulary.
- Evidence of high quality written responses.
- CPD has increased staff confidence in the teaching of reading.
- Networking of teachers to provide high quality lessons and sharing of planning.
- Allows better collaboration across schools, within year groups and across academies to share best practice.
- More effective use of NC objectives to raise staff awareness of reading expectations in each year group.
- Peer to peer support for reading provides scaffolding for LA pupils and enables HA pupils to develop mastery.
- Ensures that all staff have a sound overview of each child's basic reading diet across their school.

Next Steps:

- Trust wide classroom based training to demonstrate and evaluate current good practice.
- CPD for all reading leaders 'KS2 Fluency Project' (November 2018)
- Develop links with the MEGA curriculum to ensure that pupils are applying their reading skills for purpose and meaning across the primary curriculum.
- Continue to develop links at KS3 to ensure that our pupils' reading journey is high quality and rigorous.