|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Feature** | | **Why** |
| Tinies (aged 2) | Nursery rhymes – Bespoke List  Adult read a book to the children daily.  Book Corner | | Daily Nursery Rhymes help the children with the beginnings of word formation, rhyme and word meaning.  To promote the love of storytelling from an early age.  The children are encouraged to pick up a book and have a look at the pictures. The adults may join them to encourage talking about what they can see. |
| Nursery | Nursery Rhymes – Bespoke List  Guided Reading with Rising Stars Reading Planet Wordless books.  Reading Corner with a variety of books (both fiction and non-fiction) which are rotated.  Daily Story read by an adult | | Supports the importance of speaking and listening and develops children’s discrimination of sounds, including letter sounds.  This gives children the opportunity to explore books with an adult. Skilled questioning from the adult will help the children understand characters and settings in narratives, explore facts and unlock opinions within other book types. It is the beginning of retrieval and comprehension. We recognise that this may be the first time that children have the opportunity to read with an adult.  The ‘love of reading’ is promoted. Books available are attractive all children.  Hear and recognise changes in tone of voice, characterisation, characters. Love of reading. |
| Reception | **Little Wandle Letters and Sounds**. Medium term plans set out by the programme. (phases 2-4)  Phonetically decodable books provided by Collins Big Cat Phonics are used throughout Key Stage One.  Reading Corner with a variety of books (both fiction and non-fiction) which are rotated. Favourites chosen.  Home Readers  Daily Story time. | | Provides consistency across EYFS and Key Stage One and ensures a smooth transition between year groups.  These are phonetically decodable and assist the children’s understanding of phonics. Encourages positivity. ‘I can read this book’ attitude. Every pupil has a decodable book in school and progress through the progressive reading scheme.  ‘Love of reading’ is promoted from an early age.  Children have decodable books as home readers. Children also choose a book from their library to read at home with their family. To expose children to a range of texts types and to promote reading at home and a love for reading.  To promote the love of reading. Staff to share their own love of reading. |
| Year 1 | Little Wandle Letters and Sounds. Medium term plans set out by the programme. (Phase 4-5 phonics is explored)  Phonetically decodable books provided by Collins Big Cat Phonics are used throughout Key Stage One.  English curriculum based around a book.  Home readers  Daily Story time. | | Provides consistency across EYFS and Key Stage One and ensures a smooth transition between year groups.  ‘Keep up’ rather than ‘catch up’ approach as learning is re-taught on the same day.  Scheme progresses from Reception. ‘I can read this book’ attitude continues. Running records continue.    Children read a variety of text types and a variety of genre from an early age.  Children have decodable books as home readers. Children also choose a book from their library to read at home with their family. To expose children to a range of texts types and to promote reading at home and a love for reading.  To promote the love of reading. Staff to share their own love of reading. |
| Year 2 | Pedagogy and materials from Little Wandle Letters and Sounds  Whole class Reading Skills lessons are timetabled.  NFER Assessments are carried out termly.  Home Readers | | Scheme progresses from Year 1. ‘I can read this book’ attitude continues. Running records continue.  ‘Keep up’ rather than ‘catch up’ approach as learning is re-taught on the same day.  Children learn to explore texts using the reading domains from the National Curriculum. This whole class approach enables the teacher to focus on one aspect of reading comprehension Children, therefore will understand the many ways in which a text can be analysed.  Next steps and identify gaps. To celebrate successes in learning and to identify gaps in individual children’s learning so that the class teacher can target them for additional support.  Children have decodable books as home readers. Children also choose a book from their library to read at home with their family. |
| Year 3 | Selected phonics support using The Little Wandle Scheme of work. | | Maintaining the consistency in approach. Children selected based on reading ability. Generally lowest 20%. |
| ***Reading throughout Key Stage Two*** | | | |
| On-going Whole Class Read | | The whole class read is purely for promoting the love for reading. An extended novel that has been chosen by the teacher following discussions with the children. Teacher read it to the children. Some children may choose to volunteer to read some parts to their class.  Sometimes the class read is used in lessons. | |
| Whole class Reading Skills lessons are timetabled.  *Targeted reading domains: author choice, vocabulary, compare, contrast and comment, retrieval, inference, summary and prediction.* | | This whole class approach enables the teacher to focus on one aspect of reading comprehension taken from the Reading Domains from the National Curriculum. Children, therefore will understand the many ways in which a text can be analysed. | |
| Use of High Quality texts to ensure a rich and varied reading diet in the English Curriculum.  A range of Authors including tradition authors  Including: Charles Dickens, William Shakespeare | | With support and guidance from English Lead, Teachers have ownership of the books that they use in their English lessons.  A record is kept to ensure that there is a rich Cultural Capital in terms of books, where we have a range of Traditional Authors and Stories, Books to aid knowledge of themes and topics, ‘big idea’ books (imaginative story books), and books that are based around PSHE themes. | |
| Use of picture books as part of English curriculum and across the curriculum. | | Many picture books have sensitive themes and assist open discussions around making choices, promoting positive behaviour, learning about different cultures / races / religions, about the wider world. By using some picture books, children’s analysis of the narrative structures within the assortment of settings will improve. It should have a positive impact on independent writing and the promotion of imaginative word selection.  Teachers need to get the right balance between promoting quality texts and picture books. | |
| Library in every classroom | | This ensures that children have access to a range of texts to take home and read with their families. Children keep an ongoing record of the books that they read.  Promote the love of reading. | |
| NFER Assessments are carried out termly and end of year Rising Stars. | | To celebrate successes in learning and to identify gaps in individual children’s learning so that the class teacher can target them for additional support. | |
| Reading across the curriculum | | Exposure to a wide range of texts. Teachers ensure that children are reading across the curriculum to improve their range of vocabulary and to improve their general knowledge. This enables children to recognise that books can be keys to unlock our knowledge of the wider world around us. | |
| Year 6 Access to Reading Plus | | Exposure to a wide range of texts. Helps with improving reading speed and comprehension practise. | |

**Other aspects of reading**

* If children read a multiple of 10 books, they receive a bookmark.
* If children read a multiple of 30 books, they choose a free book bought by school fund to take home to keep.
* Encouragement to join the local library.
* Children visit the local library
* Staff from local library visit
* Local library service is used – class sets of books.
* Parent volunteers listen to children read.
* Reading buddies, between reception and Year 6.