

Why do we read?

- ▶ Pleasure
- ▶ Information
- ▶ To learn - knowledge - access wider curriculum
- ▶ For help and support - instructions/advice
- ▶ Escape/Relaxation
- ▶ Develop vocabulary
- ▶ To develop our ability to read
- ▶ To check our own writing
- ▶ To connect with the wider world
- ▶ Others?



Phonics and Reading.



Key school aim:
all children leave
school being able
to read.

Learning to read
and reading to
learn

Rich and varied
'diet' of reading
across school -
full timetable

Range of reading
opportunities and
types of texts

Reading culture

Reading for
pleasure

Reading as a
priority - reading
school

Celebrating
reading - book
fairs, book days,
book weeks

Supporting
reading within
families

What does
reading
look like
in our
school?



READING FOR PLEASURE

LEARNING TO READ
READING TO LEARN

Daily readers - lowest 20%

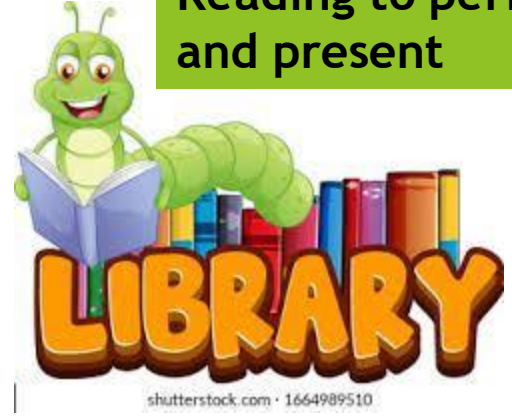
DIGITAL LITERACY



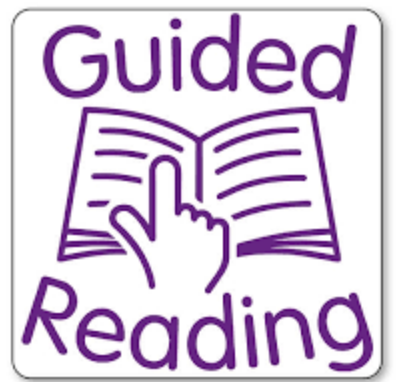
Reading to perform and present



Phonics



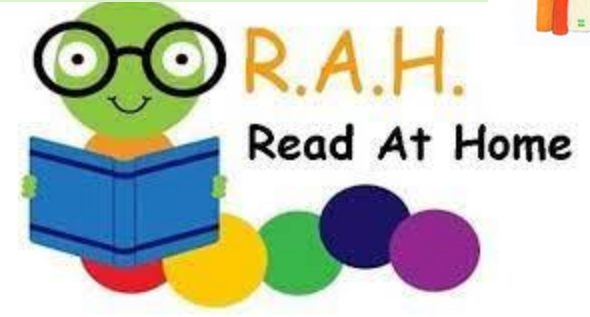
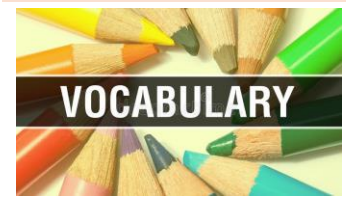
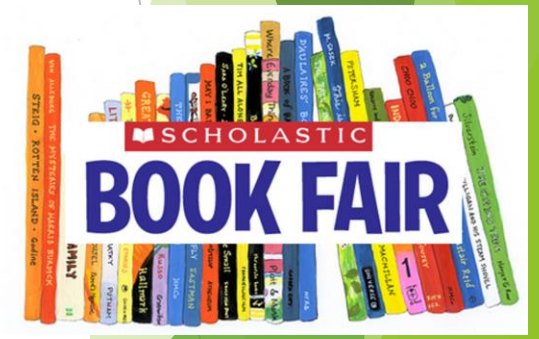
READING Beyond THE CURRICULUM



Individual reading with an adult

Whole class reading

Reading ambassadors and buddies



Echo reading

Reading texts to inspire writing.



Timetabling and organisation of reading - overview

Area of reading	Timetable allocation	Year groups	Organisation	Text	Purpose
PHONICS	One hour daily	Reception - Y1,Y2 Y2+ where needed	Whole class in Reception Broadly whole class in Y1/Y2 with some intervention groups	Floppy's Phonics fully decodable books Highly decodable books ORT books	To enable pupils to access the alphabetic code and then apply this learning to read any text and to spell words
WCR	1 hour per week	Y2-6	Whole Class teaching inclusive of all pupils. Scaffold teaching and learning for SEND pupils.	Age-appropriate text. Lowest SEND may require a different text. Match to thematic, science or other learning	To develop text understanding and teach key reading skills . Written response preparation for SATS
GR	1x 20 minute session each fortnight at least	Start from YR with picture books as soon as ready. Continue to Y6	Ability-based groups.	Instructional level text - i.e. level above their actual level. Part of progressive programme. Instructional level.	To develop text understanding and teach key reading skills .
IR	1 session each fortnight at least. Daily for lowest 20% of readers.	Start from YR with picture books as soon as ready. Continue to Y6	1-1 reading with adult. Daily in school for lowest 20% - separate highly decodable reading programme	Age-appropriate text. One fiction and one non-fiction. Comprehensions and journals to practise written responses. Autumn: inference: Spring: vocabulary Summer: retrieval Part of progressive programme. Actual reading level	To monitor and develop reading fluency and accuracy at that level. AUTOMATICITY.
Class text/story session	Timetabled slot to suit	all	Whole class story session	Any	pleasure
Text within English	Daily	all	Stimulus for lesson	Link to wider curriculum where possible. Age-appropriate.	Use as model for writing. Writing stimulus
Reading at home	As often as possible	all	Wherever possible	School provided book and any others. On line books, screen. Journal completion.	Pleasure, fluency, automaticity. Written response preparation for SATS

Reading strategies

- ▶ Phoneme fingers - decoding
- ▶ Buttons and bars - decoding
- ▶ Echo reading
- ▶ Group discussion
- ▶ Shared reading
- ▶ Paired reading
- ▶ Reading buddies

Reading skills

Inference
Vocabulary
Retrieval
Ability to write responses to questions about texts
Use of text evidence
Skim and scan