



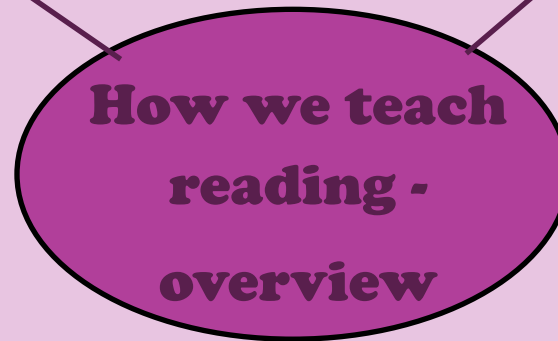
Intent- Through a clearly structured curriculum, use of quality texts and questioning, we want every pupil to become fluent readers of age appropriate texts, who have an understanding of the world and lives beyond their boundaries. We strive to ensure that our children are able to answer literal, retrieval, deductive and inferential questions related to a text, using evidence they have before them. We aim to ensure that children leave Framfield with a secure understanding of what makes a good text and what they enjoy reading, so that they can begin the KS3 curriculum with confidence. We want every pupil to be excited by books- what they can offer us both intellectually and for enjoyment.

Reading Curriculum-

Our reading curriculum has been developed into two strands, **whole class reading** and **1:1 reading**.

The **Reading Cannon** has been developed to ensure that the children at our school experience a wide variety of texts in their whole class reading programme. It allows the children to see themselves in a text but also broaden their horizons, to events, cultures and situations which, without the use of quality texts, the children may not experience. This ensures that they develop an understanding and empathy for other people and can use this as a member of our society. The reading cannon is reviewed regularly by the teaching team and the English Leader, to ensure that the texts are appropriate for current cohorts.

To support our early readers, we teach daily phonics sessions. The children then consolidate their learning, in one to one reading sessions with an adult in and out of school, using **decodable books**.



Assessment

All teachers and support staff will use formative assessment strategies and record keeping, in every reading session. This will inform daily planning for the class, specific groups or individuals, as applicable. In addition to this, teachers will deliver summative assessments, at the end of the Autumn, Spring and Summer terms. Teachers and English lead will monitor children's progress and use Question Level Analysis data to inform future teaching points for the upcoming term's reading.

Books, Feedback and Record Keeping

Children will receive verbal feedback in both whole class reading and 1: 1 reading sessions.

In whole class reading sessions, teaching staff will record who is being heard to read and learning descriptors that children are meeting in these sessions. This will be kept in a folder and updated daily.

EYFS, KS1 and struggling readers will be heard to read in 1:1 sessions. This will be recorded in reading folders and reading records.



EYFS-

- Daily phonics sessions are taught, using the Sounds Write approach.
- Children are provided with a decodable text, which aligns with the phonics being covered in the class.
- Children are heard to read by the class teacher/teaching assistant a minimum of 3 x weekly.
- Children take their decodable books home to consolidate their learning, alongside an additional book for parents to read to their child.
- Reading records are used to relay feedback and targets to parents.

Lesson structure

Children will read from the planned texts 4 times a week for 15-30 minutes in whole class reading sessions, led by the class teacher.

This will comprise a mixture of 'controlled' and 'close' reading sessions, as felt appropriate by the class teacher. Each session will begin with support to understand any unfamiliar vocabulary (using sound buttons and syllables). The sessions will have specific foci based on previous sessions.

Teachers will develop children's understanding of the texts by teaching contexts (eg historical) using reading of non-fiction texts.

Early Reading

Lexia

Children, who are at risk of falling behind, will have access to the Lexia programme. This programme will develop phonetic, spelling, fluency and comprehension skills and be individual to each child.

Reading for pleasure

Reading Ambassadors will work alongside the English Lead to develop termly reading activities to support the enjoyment of books.

Key Stage One-

Year 1

- Daily phonics sessions are taught.
- Controlled reading 1 x weekly using decodable books
- Teaching staff to hear 1:1 reading of decodable texts and record appropriately
- Children to echo read with a planned partner, their decodable books, from their book bags, while teacher hears 1:1 readers.
- Children will consolidate learning by taking decodable book home as well as a picture book of their choosing.

Year 2

- Daily phonics sessions are taught.
- Daily whole class reading sessions
- Class teacher and English Lead to develop a list of priority readers.
- Teaching staff and volunteers to hear 1:1 readers of decodable books, struggling readers to be heard more often. Records kept up to date.
- Children will consolidate learning by taking decodable book home as well as a picture book of their choosing.



How reading is taught in key stage 2

- Daily whole class reading sessions
- Reading sessions will comprise a mixture of '**controlled**' and '**close**' reading sessions.
- Context of stories will be taught through close reading sessions.
- Each session will include vocabulary input, which may involve the children defining words using the context.
- Struggling readers will have a daily reading record and be heard to read individually by class teachers/teaching assistants/volunteers.

Lesson structure

Children will read from the planned texts 4 times a week for 30 minutes in whole class reading sessions, led by the class teacher.

This will comprise a mixture of 'controlled' and 'close' reading sessions, as felt appropriate by the class teacher. Each session will begin with support to understand any unfamiliar vocabulary (using sound buttons and syllables). The sessions will have specific foci based on previous sessions.

Teachers will develop children's understanding of the texts by teaching contexts (eg historical) using reading of non-fiction texts.

Reading in KS2

Lexia

Children, who are at risk of falling behind, will have access to the Lexia programme. This programme will develop phonetic, spelling, fluency and comprehension skills and be individual to each child.

Reading for pleasure

Reading Ambassadors will work alongside the English Lead to develop termly reading activities to support the enjoyment of books.

Reading Cafe

Children will be invited to join a reading café. This will give children a quiet space to read, share and enjoy books alongside an adult. They will be provided with a starter, main and dessert of different reading extracts, and play book related games.