

## Reading Policy

Reading is central to our children’s learning and our aim is for children to become fluent, confident readers who enjoy reading for pleasure.

Our reading curriculum is designed to teach children the skills they need to be able to decode, read, understand and ultimately to enjoy reading, which will in turn enable them to fully access all areas of the wider curriculum and the wider world.

## Phonics

Phonics is a method of teaching children to read and pronounce words by learning to associate letters or letter groups with the sounds they represent. There are 44 main sounds in the English language. Each sound is represented by a grapheme (the written representation of a sound). Children can then use this knowledge to ‘decode’ new words that they hear or see. This is the first important step in learning to read.

Essential Letters and Sounds (ELS) is the phonics programme we follow at St John Boste. It teaches children to read by identifying the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words. Children experience the joy of books and language while quickly acquiring the skills they need to become fluent independent readers and writers.

Towards the end of Year 1, children will complete a phonics screening check, which will allow us to check the progress that the children have made in their phonics learning. Those children who do not meet the expected standard will retake the check at the end of Year 2.

In Reception class and Key Stage 1, phonics is taught daily in whole-class sessions, which involve recapping prior knowledge, learning new content and also application of learned skills. Children are assessed regularly, and those who are identified as requiring additional support in phonics will receive this either on a one-to-one basis or in small groups in addition to the daily whole-class sessions.

Below is an overview of when the children will learn which sounds:

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5	
RECEPTION/PRIMARY 1 AUTUMN 1	Week 1		/s/ <s>	/a/ <a>	/t/ <t> sat, at	/p/ <p> pat, tap, sap	Review	
	Week 2	I, the, no	/i/ <i> it, pit, sit, sip, pip, tip	/m/ <m> an, in, pin, tin, tan, pan, nap, nip	/n/ <n> map, Pam, mat, man, Sam, Tim	/d/ <d> and, dim, did, din, dad, sad, Sid	Review	
	Week 3	put, of, is	/g/ <g> gap, dig, digs, tag, gas, nag, gig, sag	/o/ <o> dog, got, Mog, pop, top, got, on, not, odd	/k/ <c> cat, cot, can, cap, cod, picnic	/j/ <j> kit, kid, Ken, Kim, kip	Review	
	Week 4	to, go, into	/k/ <ck> kick, dock, pack, pick, sock, sack, sick, back	/e/ <e> ten, egg, get, met, pet, men, pocket, peg, neck, pen, net, ticket	/u/ <u> up, mum, mud, sun, tub, cup, sunset, mug, duck, tuck	/r/ <r> rim, rat, rot, rip, rag, rocket, rat, rug, run, *carrot, ram	Review	
	Week 5 Assess	pull	/s/ <ss> mess, moss, miss, ass, mass, kiss, less, hiss, less	Review R:1				
	Week 6 Review	as, his	/h/ <h> him, hot, hat, hum, hiss, had, hop, hug, sunhat	/b/ <b> bag, big, bed, back, boss, bat, bun, bus, *rabbit, bang, bong	/f/ <f> <ff> fig, fog, huff, fan, puff, if, off, fun, fuss, cuff, fog, fin	/l/ <l> <ll> lap, Bill, less, lap, lot, fill, sell, dull, let, lit, doll, laptop, lot, bell, leg, hill, bell, tell, Neil, mill, pill, till, will, dill, fell	Review	

RECEPTION/PRIMARY 1 AUTUMN 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5	
Phase 3	Week 1	he, she, buses	<b>/j/ &lt;j&gt;</b> jam, jog, Jen, jetlag, jet, jacket, just, Jill, Jack	<b>/v/ &lt;v&gt;</b> Vic, vat, van, vet, visit, velvet, Ravi, Kevin	<b>/w/ &lt;w&gt;</b> wig, will, win, web, wag, wig, cobweb, went	<b>/ks/ &lt;x&gt;</b> mix, fix, six, exit, wax, mix, tax, vixen, box, flex, fox	Review -es (where there is no change to the root word covered here)	
	Week 2	we, me, be	<b>/y/ &lt;y&gt;</b> yes, yet, yell, gum	<b>/z/ &lt;z&gt; &lt;zz&gt;</b> buzz, jazz, zigzag, zip, Zak	<b>/kw/ &lt;qu&gt;</b> quit, quick, quack, liquid, quiz	<b>/ch/ &lt;ch&gt;</b> chop, check, chill, chicken, chin, chug, chip, much, such	Review	
	Week 3	push	<b>/sh/ &lt;sh&gt;</b> ship, shop, fish, shed, shell, cash, cash, rush, rash, trash, flash, bash, mash, dash, sash, shock, hush, slapdash	<b>voiced /th/ &lt;th&gt;</b> them, with, that, this, then  <b>unvoiced /th/ &lt;th&gt;</b> thick, moth, thin	<b>/ng/ &lt;ng&gt;</b> song, long, ring, sing, king, ping, ping-pong, rang, wing, sang, hang, bang, rung, sung, tong, strong, thing	<b>/nk/ &lt;nk&gt;</b> think, thank, drink, sink, link, bank, sank, honk	Review	
	Week 4	was, her	<b>/ai/ &lt;ai&gt;</b> wait, rain, pain, tail, sail, plain, drain, grain, brain, train, snail, main, hail, aim, maid, stain, stain, nail, wail, bait, fail, jail, pail, quail	<b>/ee/ &lt;ee&gt;</b> tree, see, deep, meet, jeep, keep, peep, sleep, creep, creek, cheek, sixteen, free, glee, steel, queen, teen, deepest, street, meeting, fleeting, flee, bee, gleeful, seed, weep, weeping, creeping, feed, feeding, speeding, speed, sweep, sweeping, teeth, teething	<b>/igh/ &lt;igh&gt;</b> right, flight, fight, tight, sigh, thigh, sunlight, midnight, highlight, spotlight, high, light, lightning, flashlight, lightning, alight, slight, plight, sighing, alighting, might	<b>/oa/ &lt;oa&gt;</b> coat, goat, toast, roast, coast, load, coach, raincoat, oak, float, groan, moat, soap, bloat, toad, soak, loan, throat, roam, foam, gloat, poach, encroach, cockroach, loaf, road, roadblock, oat, oats, oatmeal, stoat, foaming, oath, gloating, toads, croak, croaking	Review	
	Week 5 Assess	-es (where there is no change to the root word)	Review R.2					
	Week 6	my, you	Review R.3					

RECEPTION/PRIMARY 1 SPRING 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5	
Phase 3	Week 1		Review R.4			<b>/oo/ &lt;oo&gt;</b> look, nook, book, books, shoo, foot, took, crook, rook, wood, cook, soot, good, stood, wooden, looking, booking	Review	
	Week 2	they, all, are	<b>/ar/ &lt;ar&gt;</b> car, park, market, jar, farm, far, charm, star, dark, bar, march, harp, sharp, bark, smart, start, spark, artist, garden, harvest, garlic, target	<b>/ur/ &lt;ur&gt;</b> surf, turf, burn, hurt, surfing, burning, turn, turning, urn, burst, curl, lurch	<b>/oo/ &lt;oo&gt;</b> gloom, peekaboo, spoon, scoop, moon, boot, rooftop, zoo, baboon, troop, cartoon, food, mood, root, proof	<b>/or/ &lt;or&gt;</b> fork, storm, corn, morning, sort, barn, sweetcorn, popcorn, order, horn, port, sport, porch, torch, torn, cord, ford, form, forbid, inform, transform, transport	Review	
	Week 3		<b>/ow/ &lt;ow&gt;</b> cow, owl, down, town, frown, clown, brown, now, crowd, crown, gown, scowl, prowl, growl, howl, brow, scowling, prowling, growling	<b>/oi/ &lt;oi&gt;</b> spoil, boil, coin, soil, join, boiling, oink, joint, point, ointment, toilet	<b>/ear/ &lt;ear&gt;</b> heat, dear, year, fear, clear, spear, near, gear, eat, tear, hearing, clearing, beard	<b>/air/ &lt;air&gt;</b> pair, lair, hair, stair, stairs, funfair, chair, hairbrush, airport, flair	Review	
	Week 4	ball, tall	<b>/ure/ &lt;ure&gt;</b> cure, sure, pure	<b>/er/ &lt;er&gt;</b> sharper, lighter, runner, swimmer, publisher, anger, butter, shutter, fern, bitter, winter, patter, pitter, litter, sprinter	<b>/oa/ &lt;ow&gt;</b> snow, blow, flow, grow, show, growing, slow, elbow, window, row, mow, low, crow		Review	
	Week 5 Assess	when, what	Review R.5					
	Week 6		Review R.6					

RECEPTION/PRIMARY 1 SPRING 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 3	Week 1	said, so, have	Review R:7				
	Week 2	were, out, like	Review R:8				
	Week 3	some, come, there	Review R:9				
	Week 4	little, one, do	Review R:10				
	Week 5	children, love	Review R:11				
	Week 6		Review R:12				

RECEPTION/PRIMARY 1 SUMMER 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 4	Week 1		-ed /ed/ Phase 4:1 –Teaching of new word structure to include CCVC Build vocabulary and consolidate reading of words with adjacent consonants. Teach compound words.				
	Week 2		-ed /t/ Phase 4:2 – Teaching of new word structure to include CCVC				
	Week 3		-ed /d/ Phase 4:3 – Teaching of new word structure to include CCVCC				
	Week 4		Phase 4:4 – Teaching of new word structure to include CCCVC				
	Week 5 Assess		Review R:13				
	Week 6		-er/-est Phase 4:5 – Teaching of new word structure to include CCCVCC				

YEAR 1/PRIMARY 2 AUTUMN 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1 Assess		Review 1:1				
	Week 2		Review 1:2				
	Week 3	/ai/ <ay> way, day, play, say, tray, sway, spray, clay, may, hay	/ou/ <ou> out, shout, ouch, ground, hound, cloud, proud, found, mound, background, discount, account, count, flout, mount, loud	/igh/ <ie> tie, lie, pie, die, spied, lied, tried, cried, dried, fried, died	/ee/ <ea> teach, reach, cream, dream, stream, steak, cheat, wheat, feast, least, beast, each, treat, team, steam, cream	Review	
	Week 4	/oi/ <oy> boy, toy, joy, annoy, ploy, employ, enjoy, ahoy, loyal, royal, oyster, destroy	/ur/ <ir> fir, sir, stir, bird, third, girl, swirl, shirt, dirt, first, thirst, skirt, birthday, mirth, squirm, squirt	/oo/ /yoo/ <ue> blue, clue, true, glue, Sue, untrue, bluebell, avenue, continue, clueless	/aw/ <aw> saw, claw, draw, lawn, crawl, prawn, straw, squawk, yawn, fawn, drawn, thaw, raw, dawn, spawn	Review	
	Week 5 Assess		Review 1:3				
	Week 6	/w/ <wh> wheat, wheel, whip, whisk, whisper, whistle, whiskers, whiff, when, wheelbarrow, wheelchair, whether	/f/ <ph> elephant, alphabet, pamphlet	/oo/ /yoo/ <ew> new, few, mew, mildew, threw, newt, nephew, stew, grew, brew, drew, scow, dew, crew, flew, jewel	/oa/ <oe> toe, foe, doe, woe, aloes, tiptoe, mistletoe	Review	

YEAR 1/PRIMARY 2 AUTUMN 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1	please, once	<b>/ɔr/ &lt;au&gt;</b> launch, taut, daunt, gaunt, haunt, August, fault, Paul  Build vocabulary and consolidate reading of words with adjacent consonants.	<b>/ee/ &lt;ey&gt;</b> key, donkey, kidney, hockey, chimney, alley, valley, trolley	<b>/ai/ &lt;a-e&gt;</b> came, mate, pale, bane, made, game, cake, state, brake, rake, shave, slave, drake, skate, lake, same, blame, stale, flame	<b>/ee/ &lt;e-e&gt;</b> Pete, Steve, delete, Eve, concrete, these, complete, compete, evening, athlete, extreme	Review
	Week 2	any, many, again	<b>/igh/ &lt;l-e&gt;</b> dine, kite, ride, hive, bike, time, drive, swipe, smile, spine, glide, shine, fine, wife, slime, prize	<b>/oa/ &lt;o-e&gt;</b> mole, dose, rope, stove, rode, jobe, globe, note, stole, joke, spoke, bone, stone, nose, drove, envelope, strobe, hope, broke, phone	<b>/oo/ /yoo/ &lt;u-e&gt;</b> rule, nude, flute, June, Luke, brute, plume, include, salute, use, cube, cute, tune, fume, accuse, refuse, amuse, tube	<b>/s/ &lt;c&gt;</b> nice, mice, ice, cell, lace, pace, space, race, rice, excite, excited, circle	Review
	Week 3	who, whole	<b>ee &lt;y&gt;</b> pharmacy, city, mercy, fancy, happy, sunny, funny, spiky, noisy, swirly, dummy, baby, crazy	<b>/or/ &lt;al&gt;</b> walk, chalk, talk, stalk, almost, ball, tall, small, walking, call	Review 1-4		
	Week 4	where, two	Review 1-5				
	Week 5 Assess		Review 1-6				
	Week 6		Review 1-7				

YEAR 1/PRIMARY 2 SPRING 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1		Review 1-8				
	Week 2		<b>/ai/ &lt;a&gt; (acorn)</b> able, table, ladle, cable, stable, Mavis  <b>/ai/ &lt;ey&gt; (they)</b> they, hey, prey, convey, obey, grey, survey, whey	<b>/ai/ &lt;ea&gt; (great)</b> great, break, steak  <b>/ai/ &lt;eigh&gt; (weight)</b> eight, weight, sleigh, eighteen, eighty, weightless	<b>/ar/ &lt;a&gt; (father)</b> father, dance, rather  <b>/ee/ &lt;e&gt; (he)</b> he, she, we, me, be	<b>/igh/ &lt;i&gt; (find)</b> kind, wild, wind, child, blind, behind, find, mind, while, trial, bind  <b>/igh/ &lt;y&gt; (by)</b> by, cry, shy, sky, my, fly, pry, try	Review
	Week 3	here, sugar, friend	<b>/oa/ &lt;o&gt; (go)</b> oval, hotel, total, yoga, no, ago, gecko, go, photo, photograph  <b>/o/ &lt;a&gt; was</b> was, want, wash, wand, swan, swap, wallet, squash, watch, swallow, swat	<b>/oo/ &lt;u&gt; (push)</b> push, bush, circus, walrus, full, fulfill, pudding, put, awful, bull  <b>/j/ &lt;oo/ &lt;u&gt; (music)</b> music, cupid, uniform, unicorn, unit, student, dual, fuel, human, duel	<b>/k/ &lt;ch&gt; (school)</b> school, ache, orchestra, architect, anchor, chemist, chorus, echo, monarch, orchid, scheme, chemistry, mechanic, technical  <b>/sh/ &lt;ch&gt; chef</b> chef, brochure, parachute, chute (mainly taken from French origin words)	<b>/e/ &lt;ea&gt; (head)</b> heather, meadow, feather, weather, breakfast, deadly, deadlock, dread, displeasure, head, jealous, leather, sweat, thread, tread, wealth, ahead, sweater, instead, dreadful, already, bread, healthy, breath, stealth	Review
	Week 4	because	<b>/ur/ &lt;ar&gt; (world)</b> world, work, worm, worth, worst, attorney, artwork, beadwork, buzzword, casework, wordy, worker, worming  <b>/ur/ &lt;ear&gt; (learn)</b> earth, early, learn, rehearse, pearl, earn, earnings	<b>/oo/ &lt;ou&gt; (soup)</b> soup, group, youth, youthful, coupon, acoustic, wound, goulash  <b>/oa/ &lt;ou&gt; (shoulder)</b> boulder, shoulder, poultry, smoulder	<b>/ee/ &lt;ie&gt; (brief)</b> brief, relief, yield, shield, weld, thief, chief, shriek  <b>/v/ &lt;ve&gt; (have)</b> have, solve, dissolve, resolve, serve, curve, swerve, give, forgive, captive, motive, believe	<b>/i/ &lt;y&gt; (gym)</b> Sydney, cygnet, bicycle, gym	Review
	Week 5 Assess		Review 1-9				
	Week 6		<b>/air/ &lt;are&gt; (care)</b> care, share, dare, bare, rare, flare, scare, snare, stare, spare, fare, ware, glare	<b>/air/ &lt;ere&gt; (there)</b> there, where, compare	<b>/air/ &lt;ear&gt; (pear)</b> pear, tear, bear, sweat, wear	<b>/ch/ &lt;tch&gt; (catch)</b> latch, catch, patch, match, satchel, matches, patches	Review

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1		<b>/i/ &lt;o&gt;</b> mother, brother, son, honey, money, monkey	Review 1:10			
	Week 2		<b>/j/ &lt;g&gt; (gem)</b> cage, stage, page, huge, giant, gentle, ginger, gym, technology	<b>/j/ &lt;g&gt; (fringe)</b> large, merge, barge, fringe, change, strange, challenge, exchange, range, verge, hinge, twinge, plunge, charge	<b>/j/ &lt;dge&gt; (bridge)</b> edge, bridge, ledge, hedge, wedge, judge, fudge, sledge, dodge, partridge, cartridge	<b>/s/ &lt;st&gt; (listen)</b> castle, glisten, listen, bristle, bustle, Christmas, hustle, fasten, mistletoe, moisten, wrestle, whistle	Review
	Week 3		<b>/s/ &lt;ce&gt; (fence)</b> bounce, chance, pence, dance, fence, France, mince, niece, peace, prince, voice, entrance, distance, commence, glance, choice, Greece  <b>/s/ &lt;se&gt; (house)</b> mouse, house, louse, dense, geese, glimpse, goose, horse, moose, diverse, decrease, purse, expense	<b>/n/ &lt;gn&gt; (sign)</b> sign, align, resign, design, assign  <b>/n/ &lt;kn&gt; (knee)</b> knee, knitting, knowledge, knight, knot, know, knows, knowing, knead, known, knock, knife, kneel, kneecap, knobbly	<b>/r/ &lt;wr&gt; (wrap)</b> write, written, wrong, wren, wriggle, wrench, wreck, wrist, wrestle	<b>/m/ &lt;mb&gt; (lamb)</b> lamb, comb, climb, plumb, plumber, crumb, limb, numb, dumb	Review
	Week 4		<b>/z/ &lt;se&gt; (cheese)</b> pause, praise, cruise, raise, amuse, please, realise, noise, ease, choose, browse  <b>/z/ &lt;ze&gt; (freeze)</b> breeze, sneeze	<b>/eə/ &lt;eer&gt; (cheer)</b> cheer, cheerful, deer, sheer, peer, peers, eerie, steer, steering, engineer  <b>/eə/ &lt;ere&gt; (here)</b> here, mere, interfere, atmosphere, hemisphere, revere, adhere, severe, sincere, sincerely, cashmere	<b>/ʃ/ &lt;ti&gt; (patient)</b> option, action, nation, fiction, station, suction, patient, patiently, portion, mention, fraction, function	<b>/ʃ/ &lt;ti&gt; (station)</b> (-tion) relation, solution, petition, addition, subtraction, invention, collection, creation	Review

	Week 5 Assess		Review 1:11				
		-ous, -ion, -ian	<b>/a/ &lt;al&gt; (half)</b> half, calf, calm, balm, palm, quailm	<b>/ʃ/ &lt;ss&gt; (session)</b> session, pressure, expression	<b>/ʃ/ &lt;ti&gt; (scrumptious)</b> (-tious) scrumptious, ambitious, nutritious, cautious, infectious	<b>/ʃ/ &lt;ci&gt; (delicious)</b> magician, special, official, especially, tenacious, delicious, atrocious, luscious, physician, optician	Review
	Week 6		<b>/ɔ/ &lt;ough&gt; (caught)</b> caught, taught, fraught, daughter, naughty, naught, aught, distrught	<b>/z/ &lt;si&gt; (vision)</b> vision, confusion, decision, illusion, delusion, television, invasion			

## Comprehension

### Key Stage 1

In Years 1 and 2, comprehension and understanding of texts is mainly approached orally through discussion of stories and through questioning in guided reading and whole class reading sessions. As the children improve their comprehension skills in Year 2, opportunities will be planned for the children to learn how to answer comprehension style questions by giving a written answer and how to use the text to support this.

### Key Stage 2

Each class in Key Stage 2 will have a whole-class comprehension session every one morning a week. During these sessions, children will read a text together and then discuss what they have read, highlighting key words and phrases. The class will then discuss a set of questions to accompany the text, with class teachers modelling how to locate relevant information within the text and then using the information to form detailed answers. The children will then answer the questions independently. These sessions will cover fiction, non-fiction and poetry texts, and all questions are designed to help build pupils' comprehension skills and are matched to the Key Stage 2 national curriculum requirements.

## Whole Class and Guided Reading

### Key Stage 1

Guided reading sessions in Years 1 and 2 will take place throughout the day on a Monday, with children working in guided reading groups based around their current phonics level.

Children use the Oxford 'Hero Academy' books for guided reading, which are specifically chosen so that they can be phonetically decoded in line with the phonics being taught in each year group. In Year 1 the majority of children will read books in books bands 4 (light blue), 5 (green) and 6 (orange). In Year 2 the majority of children will read books in book bands 7 (turquoise), 8 (purple), 9 (gold), 10 (white) and 11 (lime).

Where children have demonstrated that they can read confidently beyond these book bands, opportunities will be planned for them to read and engage with more challenging texts.

Each guided reading session will be led by a teacher or teaching assistant, and questions will be asked based on the Together for Children reading framework, focusing on either **Themes and Conventions**, **Comprehension and Inference** or **Language for Effect**.

As the children progress in year 2, whole class reading sessions will be introduced once a week. This will provide children with opportunities to dive deeper into more ambitious texts and prepare them for whole class reading sessions in key stage 2.

## Key Stage 2

In addition to the formal comprehension session, the children participate in a 30-minute whole class reading session twice a week for years 4-6 and 5 times a week for year 3. For our whole class reading sessions we follow the Fred's Teaching scheme which exposes the children to a broad range of extracts focusing on a specific theme. Reading sessions are organised to focus on a particular reading strand such as retrieval or inference with a vocabulary focus covered each week. Class discussions are encouraged during these sessions to develop the children's deeper thinking skills and opportunities for independent written tasks are provided weekly.

All children access the same learning objective based around the same text. The activities are adapted for different abilities so that all children can access the same learning objective and be challenged.

## Online reading programmes

In addition to our comprehension and whole class reading sessions, children in years 4-6 access Reading Plus three times a week.

Reading Plus is an online reading programme that's packed full of engaging texts for pupils to explore and enjoy. It teaches silent reading fluency, comprehension, and vocabulary with software that meets each pupil's individual reading level.

Reading Plus begins with an adaptive assessment that pupils complete on their own and without any intervention from their teacher. The results from this provide a baseline and the data-driven starting point for a pupil's journey through the programme.

Weekly assignments are set with personalised instructions for pupils, these include visual skills development for eye-tracking, reading tasks for comprehension and fluency, and vocabulary tasks

With the use of regular sessions, Reading Plus accelerates reading growth for pupils at all reading proficiency tiers. It is designed to help emerging readers make significant gains to close the achievement gap and will improve expected and exceeding pupil's proficiency and increase their reading levels, gaining the ability to master higher volumes of complex text with confidence.

## Home Reading

### EYFS and Key Stage 1

All children in EYFS and Key Stage 1 are given a reading book to read at home with an adult, which will be changed by school staff as soon as they have finished reading it and their parents or carers have written a comment in their reading record.

While children are working through the phonics phases, all home reading books will be phonetically decodable by the children based on their phonics knowledge, and books are grouped based on the coloured book band which directly matches the phonics phase being taught in their class.

Home readers begin at lilac band in Reception class and progress through pink, red, yellow and light blue band as the children move through phonics phases 2, 3 and 4. In Year 1 children will read green and orange band books at phase 5. Books sent home to read will be from the Hero Academy, , Hero Academy Non-Fiction, Alien Academy, Word Sparks and Traditional Tales series of books. Children in Year 2 who are still working through the phonics phases will take home books that are phonetically decodable.

Once Year 2 children have achieved their phonics at the expected standard, they will be given reading books that are not entirely phonetically decodable which will include books from the Hero Academy and Collins Big Cat series.

### Key Stage 2

In Key Stage 2, children will continue to take home reading books to read with an adult, which will be changed by a member of school staff once it has been returned. The books will match the child's reading level at the appropriate coloured book band.

Once children have progressed beyond the dark red book band, they will be encouraged to choose a book to read with an adult at home, and for the adult they read with to make a comment in their reading record book.

## Class Stories

Every will spend the last 15 minutes each day listening to the class teacher reading a class story. These will be engaging, challenging texts to encourage a love of reading and to immerse the children in a wide range of stories. In addition, this will introduce the children to more challenging vocabulary, and examples will be added to a 'word wall' displayed in class.

These stories will include, but are not limited to, Pie Corbett's reading spine:

<https://www.scholastic.co.uk/piecorbett/resources>

## Reading Interventions

For children not making sufficient progress in reading, we use the targeted reading intervention Reciprocal Reading. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that pupils can use to improve their reading comprehension.

The intervention is primarily used within Key Stage Two where we utilise the resources to support plugging gaps in learning through the identification and implementation of specific teaching therapies.

## **Wider Reading Opportunities**

### **Class reading corners**

Each classroom has a dedicated reading corner for that year group. Following the advice of the DFE, we have designed the readers corners so that the books themselves are the most important aspect and are what draws the children to the area. The book corners are mini libraries and special focus has been out into selecting, displaying and promoting the books in the book corner.

Children are encouraged to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell. Every child should be able to spend time in their book corner. Children will have opportunities to share books with others by completing book recommendation slips that are available in the reading corners. Book report assignments are given to the children for homework to help promote reading for pleasure at home and are displayed in the reading corner.

Reading corners are organised into sections such as ‘Teacher recommendations’ and ‘Books similar to...’ to encourage children to pick different books they wouldn't usually go for and provide them with exposure to a range of authors and genres. They also have a section of Non-Fiction books and poetry books that link to topics being taught in that year group.

### **School library**

Every class has a weekly slot to visit the school library, where they can choose from a wide range of fiction and non-fiction books to borrow to read for pleasure.

### **Schools Library Service Project Boxes**

Every half term, each class will receive a ‘project box’ of books related to the history or geography topic being taught at that time. These books will be available for use during lessons and for children to read independently in class. This will enable the children to encounter a wide range of vocabulary specific to the subject being studied.