



South Gosforth First School
'Roots to grow and wings to fly'

Whole School Reading & Phonics Strategy at South Gosforth First School

We aim to develop readers with:

- A secure understanding of phonics and the ability to apply this when decoding texts
- Fluency and accuracy when reading
- Knowledge of an extensive and rich vocabulary
- A deep understanding and comprehension of the texts that they read
- The skills to read across a wide range of curriculum areas in order to develop an extensive knowledge of the world
- The motivation to read for pleasure and enjoyment

To Use Phonics Skills to Decode and Develop Reading Fluency	Yearly Expectations
	<u>Nursery</u> • Pupils can identify initial sounds. • Pupils can distinguish different sounds. • Pupils can articulate sounds correctly. • Pupils can orally blend. <u>Reception</u> • Pupils can read individual letters by saying the sounds for them. • Pupils can blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Pupils can read some letter groups that represent one sound and say sounds for them. • Pupils can read a few common exception words matched to the school's phonic programme. • Pupils can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <u>Year 1</u> • Pupils can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute. • Pupils can sound out most unfamiliar words accurately, without undue hesitation. <u>Year 2</u> • Pupils can read accurately most words of two or more syllables. • Pupils can read most words containing common suffixes. • Pupils can read most common exception words. • Pupils can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute. • Pupils can sound out most unfamiliar words accurately, without undue hesitation.

	<u>Year 3</u> • Pupils can sound out most unfamiliar words accurately, without undue hesitation. <u>Year 4</u> • Pupils can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
To Develop Reading Comprehension	<u>Nursery</u> • Pupils can show enjoyment for stories. • Pupils can talk about events and characters in a book. <u>Reception</u> • Pupils can enjoy an increasing range of books. • Pupils can re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <u>Year 1</u> • Pupils can draw on what they already know or on background information and vocabulary provided by the teacher. • Pupils can check that the text makes sense to them as they read and correct inaccurate reading. • Pupils can discuss the significance of the title and events. • Pupils can make inferences on the basis of what is being said and done. • Pupils can predict what might happen on the basis of what has been read so far. • Pupils can participate in discussion about what is read to them, taking turns and listening to what others say. • Pupils can begin to locate and retrieve information through reading non-fiction texts in other curriculum areas. • Pupils can explain clearly their understanding of what they read and what is read to them. <u>Year 2</u> • Pupils can check that a text makes sense to them. • Pupils can answer questions and make some inferences on the basis of what is being said and done. • Pupils can predict what might happen on the basis of what has been read so far. • Pupils can make links between the book they are reading and other books they have read. <u>Year 3</u> • Pupils can answer questions and make some inferences on the basis of what is being said and done. • Pupils can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Pupils can predict what might happen and make inferences from details stated and implied. • Pupils can retrieve and record information from non-fiction. • Pupils can justify inferences with evidence from one part of a text. • Pupils can use language, structure, and presentation of a text to identify an intended audience.

Year 4

- Pupils can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Pupils can apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Pupils can ask questions to improve their understanding of a text.
- Pupils can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying their ideas with evidence.
- Pupils can identify main ideas drawn from more than one paragraph and summarising these.
- Pupils can identify how language, structure, and presentation contribute to meaning.
- Pupils can read aloud with intonation that shows understanding.
- Pupils can make comparisons within and across books including structures, themes and conventions.



Reading in Nursery


The Teaching of Reading
Through Phonics – Sound Focus

- Pupils will participate in a whole class daily phonics session based on 'Little Wandle' – Letters & Sounds Revised - Foundations for Phonics.
- Little Wandle Tuning into Sounds – Progression Overview:

Term	Progression of sounds
Autumn 1	No sounds – focus on Rhyme time and settling children into your setting's routines.
Autumn 2	s a t p i n m
Spring 1	d g o c k e
Spring 2	u r h b f l
Summer 1	j v w y z q u c h
Summer 2	ck x sh th ng nk

- Children will be taught one sound each week, in the order listed above.
- In each daily session, games will be played to learn the sound, practise articulating the sound and identifying it in words.

	Through Phonics – Oral Blending Focus	- Oral blending will be taught everyday to build children’s confidence and focused listening and attention. - Children will be taught to blend CVC words and a wider range of words using oral blending of objects and during play. - In each session, the children will play a selection of oral blending games with a focus on awareness of sounds in general.
	‘Talk For Writing’	‘Talk For Writing’ approaches to the teaching of reading and writing will be introduced in the Spring Term. - This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own stories. - At its heart is an enjoyment in reading stories out loud and developing an understanding of rhythm, rhyme and simple story structures. - From using this approach as one of the teaching strategies in Nursery, pupils will start to learn off by heart a range of story structures and vocabulary.
	‘Busy Play’	- Children also access additional phonics activities as part of our every-day ‘Busy Play’ sessions and enhancements. - Additional opportunities for reading and writing are also explored in the different areas (e.g., note making in the role play area, writing shopping lists in the role play shop, etc)
Developing a Love of Reading	Daily Stories	- Children in Nursery listen to at least two stories a day. - Children will hear a range of stories and poems from a number of different authors, so that they can begin to develop a love of reading and express their opinions of the books that they are exposed to. - Teachers choose the texts that they share with children very carefully to ensure that they include high quality, ambitious vocabulary for pupils in Nursery.
	Whole Class Shared Texts	Most weeks, there will be a focus book that will be shared with the whole class. This book will then be used as the stimulus for a range of activities throughout the week and may inform ‘Busy Play’ enhancements.
	Opportunities to Develop a Love of Reading	- Throughout the day, there are repeated and prolonged opportunities for children to read books, share books and tell and retell stories, some of which may also be linked to current topics and themes. There are attractive story telling / role play areas in our Nursery classroom with a range of books on display. - Every week, pupils will have the opportunity to select a library book from our school library which they can take home and read in addition to their home school reading books. These could be fiction, non-fiction or poetry books.
Closing the Gap	Catch Up	Bottom 20% - Teachers and Teaching assistants will pick up on any children who appear to be falling behind within the teaching session. These children will have extra phonics sessions either in a small group or 1:1 twice a week.



Reading in Reception



The Teaching of Reading	Through Phonics	- Pupils will participate in a whole class daily phonics session based on ‘Little Wandle’ – Letters & Sounds Revised. - Half Termly Expectations:
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Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with -s /z/ in the middle - words with -es /z/ at the end - words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est - longer words and compound words	Review all taught so far

- Teachers directly match individual reading books to each child's phonic ability through careful and regular assessment and tracking.
- Teachers will identify any children who appear to be falling behind within the teaching session and instruct teaching assistants to deliver immediate 'Keep Up' sessions on the same day.
- All children will be assessed half termly using Little Wandle assessments. End of half termly expectations are used to identify any pupils on track / falling behind. These pupils will already be accessing regular 'Keep Up' sessions which have been informed by ongoing assessment within the phonics teaching sessions, in order to ensure that no child is left behind.

	Reading Practice Sessions	- Each child is part of a Reading Practice Group three times per week. - Each Reading Practice group will consist of no more than 6 pupils. 'Little Wandle – Collins Big Cat' books are allocated to each ability group in accordance with the specific phonics level which the children are working at. - The 3 reading sessions consist of: 1 x session focussing on pupils' decoding skills, 1 x session focusing on prosody and 1 x session focusing on comprehension skills. - Teachers explain things such as: Layout of the pages Structure of the book Reading from left to right - We will ensure that all groups of children read to different adults each week.
	Individual Reading for Bottom 20% Pupils	- Bottom 20% children read one to one with either their teacher or a teaching assistant three times a week. - There will be extra opportunities for these children to read one to one with a 'Reading Buddy' volunteer. - We will ensure that bottom 20% children read to different adults each week.
	'Talk For Writing'	'Talk For Writing' approaches to the teaching of reading and writing introduced from Autumn term. - This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own stories. - At its heart is an enjoyment in reading stories out loud and developing an understanding of rhythm, rhyme and simple story structures. - From using this approach as one of the teaching strategies in Reception, pupils will start to learn off by heart a range of story structures and vocabulary.
	'Busy Play'	- Children also access additional phonics activities as part of our every-day 'Busy Play' sessions and enhancements. - Additional opportunities for reading and writing are also explored in the different areas (e.g., note making in the role play area, writing shopping lists in the role play shop, etc)
Developing a Love of Reading	Daily Stories	- Children in Reception listen to at least two stories a day. - Children will hear a range of stories and poems from a number of different authors, so that they can begin to develop a love of reading and express their opinions of the books that they are exposed to. - Teachers choose the texts that they share with children very carefully to ensure that they include high quality, ambitious vocabulary for pupils in Reception.
	Whole Class Shared Texts	Most weeks, there will be a focus book that will be shared with the whole class. This book will then be used as the stimulus for a range of activities throughout the week and may inform 'Busy Play' enhancements.
	Opportunities to Develop a Love of Reading	- Throughout the day, there are repeated and prolonged opportunities for children to read books, share books and tell and retell stories, some of which may also be linked to current topics and themes. There are attractive story telling / role play areas in our Reception unit with a range of books on display. - Every week, pupils will have the opportunity to select a library book from our school library which they can take home and read in addition to their home school reading books. These could be fiction, non-fiction or poetry books.
Home-School Reading	Phonics Reading Book	- Following the three reading practice sessions in school, all pupils will read the same Collins Big Cat E-book at home to further develop their fluency and comprehension skills. - All pupils in Reception will have 1 further phonic reading book per week which is directly matched to the pupil's individual phonic ability. This book will be selected from our school phonic reading scheme.

		- Parents and carers are given a daily guide for how to support their child when reading their phonics book in order to develop confidence and fluency. - These books will be changed once per week and will be selected by the class teacher, based upon the specific phonic phase that the child is working at which is identified on the phonics tracker.
Closing the Gap	Catch Up	- Bottom 20% - Teachers and Teaching assistants will pick up on any children who appear to be falling behind within the teaching session – Keep Up (Little Wandle) intervention the same day as the phonics session – this may include children who aren't in the bottom 20%. - Pupils will have a one to one reading session three times a week with either the class teacher or teaching assistant.



Reading in Year 1



The Teaching of Reading

Through Phonics

- Pupils will participate in a whole class daily phonics session based on 'Little Wandle' - Letters & Sounds Revised.
- Half Termly Expectations:
Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work
Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer Term: Phonics Screening Check & No new GPCs taught – revision of all GPCs and tricky words taught throughout the year

- Teachers directly match individual reading books to each child's phonic ability through careful and regular assessment and tracking.
 - Teachers will identify any children who appear to be falling behind within the teaching session and instruct teaching assistants to deliver immediate 'Keep Up' sessions on the same day.
 - All children will be assessed half termly using Little Wandle Assessments. End of half termly expectations are used to identify any pupils on track / falling behind. These pupils will already be accessing regular 'Keep Up' sessions which have been informed by ongoing assessment within the phonics teaching sessions, in order to ensure that no child is left behind.
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| Reading Practice Sessions | <ul style="list-style-type: none"> • Each child is part of a Reading Practice Group three times per week. • 'Little Wandle – Collins Big Cat' books are allocated to each ability group in accordance with the specific phonics level which the children are working at. |
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		- The 3 reading sessions consist of: 1 x session focussing on pupils' decoding skills, 1 x session focusing on prosody and 1 x session focusing on comprehension skills. - We will ensure that all groups of children read to different adults each week.
	Individual Reading for Bottom 20% Pupils	- Bottom 20% children read one to one with either their teacher, teaching assistant or 'Reading Buddy' volunteer three times a week. - We will ensure that bottom 20% children read to different adults each week.
	'Talk For Writing'	'Talk For Writing' approaches to the teaching of reading and writing to be included as units of work throughout the year. - This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own stories. - At its heart is an enjoyment in reading out loud stories and developing an understanding of rhythm, rhyme and simple story structures. - From using this approach as one of the teaching strategies in Year 1, pupils will start to learn off by heart a range of text structures and vocabulary.
Developing a Love of Reading	Daily Stories	- Children in Year 1 listen to at least one story per day – this will usually be at the end of each school day. - Children will hear a range of stories and poems and non-fiction texts (often linked to topics) from a number of different authors, so that they can begin to develop a love of reading and express their opinions of the books that they are exposed to. - Teachers choose the texts that they share with children very carefully to ensure that they include high quality, ambitious vocabulary for pupils in Year 1.
	Whole Class Shared Texts	At certain points through the term, there will be a focus book that will be shared with the whole class. This book will then be used as the stimulus for a range of writing activities.
	Opportunities to Develop a Love of Reading	Every week, pupils will have the opportunity to select a library book from our school library which they can take home and read in addition to their home school reading books. These could be fiction, non-fiction or poetry books.
Home-School Reading	Phonics Reading Book	- Following the three reading practice sessions in school, all pupils will read the same Collins Big Cat E-book at home to further develop their fluency and comprehension skills. - All pupils in Year 1 will have 1 further reading book per week which is directly matched to the pupil's individual phonic ability. - Parents and carers are given a daily guide for how to support their child when reading their phonic book in order to develop confidence and fluency. - These books will be changed once per week and will be selected by the class teacher, based upon the specific phonic phase that the child is working at which is identified on the phonics tracker.
Closing the Gap	Catch Up	- Bottom 20% - Teachers and Teaching assistants will pick up on any children who appear to be falling behind within the phonics teaching session – Keep Up (Little Wandle) interventions will take place the same day as the phonics session – this may include children who aren't in the bottom 20%. - Pupils will have a one to one reading session three times a week with either the class teacher, teaching assistant or 'Reading Buddy'.



Reading in Year 2



The Teaching of Reading	Through Phonics	• All pupils will access Little Wandle Spelling for Year 2. This builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence. The programme provides a seamless link from the core Little Wandle programme to teaching spelling in Year 2. • Autumn Term 1: The five-week Phase 5 review ensures the children have secured the trickier parts of Phase 5 and can apply this alphabetic knowledge both to read and spell. • Autumn Term 2: The Bridge to Spelling teaches pupils how to 'think about spelling'. Over five weeks of daily lessons, the children complete the alphabetic code and learn the underpinning concepts of spelling. • The rest of the year, pupils access the Little Wandle Spelling units which complete coverage of the Year 2 spelling requirements. • Any pupils who have not passed their phonics screening check in Year 1, or are not fully fluent in reading words with the Phase 5 GPC's, will continue to have daily phonics sessions using 'Little Wandle' Keep Up Sessions to fill the gaps in their phonological awareness. • For these children, teachers will directly match individual reading books to each child's phonic ability through careful and regular assessment and tracking. • These children will be assessed half termly and this information will then inform subsequent phonics teaching and interventions. • Punctuation and Grammar will be taught through Literacy sessions.
	Whole Class Shared Reading	• Pupils will participate in 3 whole class shared reading sessions a week. Each session will last 25 minutes. During this session, pupils will be exposed to a range of high-quality narrative, non-fiction or poetry texts. • These books are chosen carefully by the class teachers to ensure that vocabulary and sentence structures are challenging and aspirational for all pupils. • Each week, the children will focus on fluency and reading aloud. • There will be a range of activities within the whole class reading sessions focussing on developing different skills. There will always be a vocabulary focus and then a range of tasks to develop wider comprehension. Some of these activities will involve the pupils recording their responses to comprehension questions, whilst other activities may involve discussion around the text, drama (hot seating, conscience alley, etc) or focussing on specific vocabulary etc.
	Individual Reading	• Bottom 20% of pupils will read one to one three times a week with their teacher, teaching assistant or 'Reading Buddy' volunteer. • We will ensure that bottom 20% children read to different adults each week.
	'Talk For Writing'	• 'Talk For Writing' approaches to the teaching of reading and writing to be included as units of work throughout the year. • This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own texts. • The structures and vocabulary learned from reading and internalising different model texts, will enable pupils to improve their own understanding of story and non-fiction writing. • From using this approach as one of the teaching strategies in Year 2, pupils will start to learn off by heart a range of text structures and vocabulary.
	Assessment	• Salford Reading Tests – From Autumn Term 2026, children will be assessed at the beginning of the year and at the end of the Spring Term to provide a measure of sentence reading in order to inform teaching and learning strategies. • Teachers will be provided with standardised scores, comprehension ages and reading ages for each child. • Bottom 20% of pupils will be assessed three times a year – at the beginning of the school year, in January and at the end of the Spring Term.

Developing a Love of Reading	Daily Stories	- Children in Year 2 listen to at least one story per day. - Children will hear a range of high-quality texts from a number of different authors, so that they can begin to develop a love of reading and express their opinions of the books that they are exposed to. - Teachers make sure that they choose the texts that they share with children very carefully to ensure that they include high quality, ambitious vocabulary and complex structures and plots for pupils in Year 2.
	Whole Class Shared Texts	At certain points through the term, there will be a focus book that will be shared with the whole class. This book will then be used as the stimulus for a range of writing activities.
	Opportunities to Develop a Love of Reading	Once a week, pupils will have the opportunity to select a school library book which they can take home and read in addition to their home school reading books. These could be fiction, non-fiction or poetry books.
Home-School Reading	Phonics Reading Book	- Any children who have not passed the Year 1 Phonics Screening Check, or have gaps in their phonic knowledge, will be given 2 phonics books which are directly matched to the pupil's individual phonic ability. - Parents and carers are given a daily guide for how to support their child when reading their phonics book in order to develop confidence and fluency. - These books will be changed once per week and will be selected by the class teacher, based upon the specific phonic phase that the child is working at which is identified on the phonics tracker.
	Scheme Reading Book	- All pupils in Year 2 who have passed the Year 1 Phonics Screening Check, will have 2 reading scheme books per week from the home/school reading library. These books will be closely matched to the individual pupil's reading ability, based on their reading age assessed using the Salford Reading Tests. - These books will be changed once per week and will be selected by the class teacher, based upon the child's reading age. - Parents and carers will be provided with a detailed list of questions, which are designed to develop pupils' comprehension and fluency skills.
Closing the Gap	Catch Up	- Pupils who have not passed their phonics screening check or have gaps in their phonological awareness – these pupils will access daily phonics teaching sessions and two guided reading sessions per week based on a phonic text. - Bottom 20% pupils will have a one to one reading session three times a week with either the class teacher, teaching assistant or 'Reading Buddy'.

Reading in Key Stage 2



The Teaching of Reading	Whole Class Shared Reading	- Pupils will participate in 3 whole class shared reading sessions a week. Each session will last 25 minutes. During this session, pupils will be exposed to a range of high-quality narrative, non-fiction or poetry texts. - These books are chosen carefully by the class teachers to ensure that vocabulary and sentence structures are challenging and aspirational for all pupils. - Each week, the children will focus on fluency and reading aloud. - There will be a range of activities within the whole class reading sessions focussing on developing different skills. There will always be a vocabulary focus and then a range of tasks to develop wider comprehension. Some of these activities will involve the pupils recording their responses to comprehension questions, whilst other activities may involve discussion around the text, drama (hot seating, conscience alley, etc) or focussing on specific vocabulary etc.
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	Phonics	Children who did not pass the Phonics Screening Check resit in Year 2 will receive discreet weekly phonics teaching catch up sessions.
	Individual Reading	- Bottom 20% of pupils will read three times a week with their teacher, teaching assistant or 'Reading Buddy' volunteer. - We will ensure that bottom 20% children read to different adults each week.
	'Talk For Writing'	'Talk For Writing' approaches to the teaching of reading and writing to be included as a unit of work each term. - This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own texts. - The structures and vocabulary learned from reading and internalising different model texts, will enable pupils to improve their own understanding of story writing and writing of non-fiction genres. - From using this approach as one of the teaching strategies in Key Stage 2, pupils will start to learn off by heart a range of text structures and vocabulary.
	Assessment	- Salford Reading Tests - children will be assessed at the beginning of the year and at the end of the Spring Term to provide a measure of sentence reading in order to inform teaching and learning strategies. - Teachers will be provided with standardised scores, comprehension ages and reading ages for each child. - Bottom 20% of pupils will be assessed three times a year – at the beginning of the school year, in January and at the end of the Spring Term.
Developing a Love of Reading	Daily Stories	- Children in Year 3 and 4 listen to at least one story per day. - Children will hear a range of high-quality texts from a number of different authors, so that they can begin to develop a love of reading and express their opinions of the books that they are exposed to. - Teachers make sure that they choose the texts that they share with children very carefully to ensure that they include high quality, ambitious vocabulary and complex structures and plots for pupils in Key Stage 2.
	Whole Class Shared Texts	At certain points through the year, there will be a focus book that will be shared with the whole class. This book will then be used as the stimulus for a range of writing activities.
	Reciprocal Reading	- Pupils will engage in Reciprocal Reading as a structured approach to teaching strategies that pupils can use to improve their reading comprehension. They will develop their ability to independently interrogate a text, without an adult always facilitating. - Reciprocal Reading will be used as a tool to inform whole class reading activities. - Pupils will work with their peers to engage in high quality detailed conversations about the text. They will have ownership of the conversations through taking on different roles (Predictor, Clarifier, Summariser, Questioner) within the group.
	Opportunities to Develop a Love of Reading	Once a week, pupils will have the opportunity to select a school library book which they can take home and read in addition to their home school reading books. These could be fiction, non-fiction or poetry books.
Home-School Reading	Reading Scheme / Free Reading Books	- For pupils in Key Stage 2 who are still on reading scheme books (mainly pupils in Year 3) they will have 2 books per week. Pupils will choose these independently from the level appropriate for their reading age which has been assessed using the Salford reading test. - Pupils in Key Stage 2 who have completed the reading scheme, will have independent access to free reading books from our school library. The class teacher will ensure that this is an appropriate and challenging text for the child's reading ability. - Parents and carers will be provided with a detailed list of questions, which are designed to develop pupils' comprehension and fluency skills.

Closing the Gap	Catch Up	- Any children who have gaps in their phonic knowledge will be given 1 phonic book which is directly matched to the pupil's individual phonic ability. - Parents and carers are given a daily guide for how to support their child when reading their phonic book in order to develop confidence and fluency. - Pupils will have a one to one reading session three times a week with either the class teacher, teaching assistant or 'Reading Buddy'.
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