

READING

What are the aims and purpose of this subject?

Reading at Oswald Road follows the National Curriculum and it is the aim that by the time children leave our school they are competent at age related expectations in word reading and comprehension.

We also aim that pupils' reading should be sufficiently fluent and effortless for them to manage the demands of the curriculum in year 7, across all subjects not just in English, but there will continue to be a need for pupils to learn subject- specific vocabulary.

We believe that teaching our children to read independently will provide them not only with the key skills they need to access the rest of the curriculum but will impact positively on their self-esteem and future life chances. Within our school vision, we want our children to leave us as aspirational, resilient and independent learners.

We also aim to provide a stimulating environment and adequate resources and opportunities so that pupils can develop their reading skills to their full potential.

We aim to ensure all our SEND children access phonics at an appropriate pitch (both for challenge and support) and have full access to the curriculum. This means they access Essential Letters and Sounds DfE Validated scheme. We ensure all our SEND children access at least the same offer of reading as all children dependent on age / stage of learning related to 1:1 reading, guided reading or whole class reading approach and home reading offer and expectations. We are aspirational for all children.

Our curriculum has the same purpose as set out within the National Curriculum: *A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.*

Equally our aims are as set out within the National Curriculum: To ensure that all pupils:

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*

- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate*

We are also aware of the aims within the EYFS Statutory Educational Programme:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

What are the National Curriculum requirements for this subject?

We have clear mapping for reading which uses the reading domains as the thread and identifies how these domains develop across school. The purpose of this is to ensure we are clear on how knowledge is acquired throughout each stage, understanding what builds on what and what prior knowledge is needed within each domain to ensure the children have the right foundations to ensure even progress.

Our mapping starts in Early Years Foundation Stage. We are aware of the Early Learning Goals for end of Reception:

Word reading: Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension:

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

We also understand the links in Listening, Attention and Understanding

ELG:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;

And Being Imaginative and Expressive

ELG:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Early Learning Goals and statements taken from Development Matters 2021 have been put into the relevant areas which link and progress to the reading domains for Key stages 1 and 2 to consider progression in each area within our eight year curriculum.

Reading Content domain reference Key Stage 1:

1a draw on knowledge of vocabulary to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c identify and explain the sequence of events in texts

1d make inferences from the text

1e predict what might happen on the basis of what has been read so far

Reading Content domain reference Key Stage 2:

2a give / explain the meaning of words in context

2b retrieve and record information / identify key details from fiction and non-fiction

2c summarise main ideas from more than one paragraph

2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied

2f identify / explain how information / narrative content is related and contributes to meaning as a whole

2g identify / explain how meaning is enhanced through choice of words and phrases

2h make comparisons within the text

See reading mapping for full detail on how our curriculum is designed to build knowledge and skills sequentially. Some statements fall into more than one domain and so they have been identified on the progression map accordingly.

How is this subject's curriculum organised?

Full information can be found in our '**Reading at Oswald Road**'. This documents clearly show school's approach to reading across school.

Further information on how we design our curriculum to ensure it is ambitious for our SEND children:

We ensure our SEND children access phonics with the appropriate level of challenge and support. All SEND children (unless accessing Phase 1) access Essential Letters and Sounds DfE Validated scheme. We ensure all our SEND children access at least the same offer of reading as all children dependent on age / stage of learning related to 1:1 reading, guided reading or whole class reading and home reading offer and expectations.

All of our SEND children (and within our Universal Offer) Essential Letters and Sounds is followed with full fidelity. This means that the children will have access to the phonics teaching, follow up activities, spelling sequence, home reading books and resources. They also access the same diet of 1:1 reading, guided or whole class reading or reading approach and home reading offer and expectations as all children. This means that all our SEND children have access to phonics teaching, further teaching that supports decoding and teaching that supports development of comprehension skills, alongside ample opportunities for practising reading both in school and at home. Alongside this, we ensure all of our SEND children have the same access to appropriate Reading for Pleasure books as all children.

Some SEND children (SEND support pupils) will access Essential Letters and Sounds short burst interventions focused on specific elements (Oral blending; GPC recognition and blending for reading; blending for reading). These are in addition to the class lessons where they will access phonics alongside their peers to support 'keep up, not catch up'. In terms of wider teaching of reading and practising and developing reading skills, some SEND children (SEND support pupils) may also access additional 1:1 reading, access to bookbands for longer through Key Stage Two and have smaller or additional guided read sessions. There is likely to be more repetition of harder to read and spell words too to ensure these are known securely.

Our most complex SEND children (Pupils with an EHCP) may continue to access phonics teaching within Year 2 and Key Stage 2. This will be assessed with ELS electronic assessment system to ensure correct pitch and progress will be tracked. The children will be taught phonics either 1:1 or in small groups, with full fidelity to the ELS scheme, including access to home readers to practice the sounds. In terms of wider teaching of reading and practising and developing reading skills, our most complex children will be listened to read daily (or share wordless lilac books daily where needed), access guided read or whole class reading approach to teaching of reading alongside reading books for home that are well-pitched. Many of our most complex children will access Reading for Pleasure books from previous year groups lists to ensure they can engage with the content when their families are sharing them with them.

National curriculum is copied below to note school is aware of the content.

Year 1:

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure

that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high- quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Year 2:

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for

comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Lower Key Stage 2:

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Upper Key Stage 2:

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their

decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.

Why is it organised like this?

There is some coverage on this within 'Reading at Oswald Road' document.

Our curriculum is organised in this way to meet fully the national curriculum requirements and in addition to this, to support the children with an appropriate increase of their vocabulary, knowledge and skills.

A strong focus on vocabulary is essential for us as a school due to our levels of EAL and also Speech and Language needs. By recapping on language, introducing new language, not making presumptions and threading vocabulary through our teaching, the children can access the learning more.

The following is documented in order of the 'Reading at Oswald Road' document for ease of reading:

Home Reading:

Book bands – we are keen to ensure children take home books with content they have been taught at school and can read with a level of confidence and accuracy. We made a choice to map book band schemes from the covered content of ELS. This ensures content has been taught. Teachers use professional judgement on a book band from listening to the children read. Teachers also make use of other assessment information available to them (for example: NTS scores, main assessment) as this allows a well-rounded judgement to see if their reading assessment profile matches.

Up to lime, two decodable books are sent home weekly to ensure the children get plenty of opportunity to practice. We encourage families to use these books daily to ensure the children build their level of fluency. From lime, we move to one decodable book a week due to the length of the books and wanting to ensure the children also get time to access their reading for pleasure book.

ELS matched sound practice books are sent to support children practising sounds learnt in their phonics sessions in schools. We also send ELS books linked to sounds covered in any interventions – again to allow practice.

Where ELS books are taken, we also send one book band. Where the children are no longer accessing ELS, they take two book bands. We make a move to only one book band book from lime due to the length of the books and also our reading for pleasure offer. We feel any more than this would impact on access to the reading for pleasure books – however we make it clear to our families there are always more books on offer should they wish (including the whole e-book library on Oxford Owls)

We make use of reading records to support our understanding of engagement of reading at home and also to have a clear record of books being taken. We write comments on individual reading in these in reception to communicate clearly with home where the child is coping well with early reading and the targets that are being worked on.

We made the choice to move from book bands once the children have finished grey as we truly believe they are free readers at that point. We have children who are free readers in Year 3 and we felt that book bands dark blue and dark red often had inappropriate content for their age.

We worked as a school to design 40 chosen books per year group – to either access as reading for pleasure (when on book bands) or free reader books. We designed this to ensure there was a coverage of fiction, non-fiction and poetry and also books that promoted diversity, inclusion, well-being and curricular links. We felt that leaving it more to chance via well-stocked reading corners didn't always promote such a wide variety for all children.

We chose to add reading for pleasure stickers so parents/carers were clear that these weren't the books children were expected to be able to read (where the books were being taken as reading for pleasure not free read).

We chose to direct our most complex SEND children to 40 books from lower year groups where they would not be able to access the content of the book when read to them, to ensure they still have an equality of access to such high-quality books which have been specifically chosen.

Reading for pleasure approach:

We added reading journals to allow children to reflect on books they have read in a creative way and to encourage the sharing of texts they have read and enjoyed.

We mapped out books to introduce children to a variety of book types by a variety of authors, showing clear progression across school. We designed this to ensure there was a coverage of fiction, non-fiction and poetry and also books that promoted diversity, inclusion, well-being and curricular links

We make reading for pleasure an assembly focus over the year to further get the children talking about reading.

Our texts in literacy (Pathways scheme) does not only support objectives in our writing sessions, however also promotes a love of reading and children often go on to read the sequel or other books by the author.

We have a free read within our week to promote the enjoyment of reading alone and also to allow more sharing of books that have been enjoyed.

We ensure reading isn't used for early finishers in other subjects as not only does that impede on time for further challenge within that subject, but also gives the message of it being a time-filler.

We make use of the local library and author visits as this inspires the children and also encourages children to make use of local resources with their families.

We make use of Manchester Reading Challenges to support more opportunities for reading outside of school.

We make use of Reading Time as our children love listening to their teachers read to them (more information below).

Reading Time:

We chose to call it Reading Time (not Story Time) to promote sharing of non-fiction and poetry as well as fiction.

We chose to have Reading Time featuring regularly in our timetables as we believe there is enjoyment in listening to someone read. Pupil voice has always shown this is a time of the day the children really enjoy. It is also a great way to model effective reading out loud.

Phonics:

See Phonics intent statement for information

Guided Reading:

The 1:1 approach used in Early Years is carried on into Year 1 in autumn term.

We then take the guided reading approach in Year 1 as it allows the teacher to listen to the children read, focus on decoding and harder to read and spell words, walk through the book and support a vocabulary focus alongside a comprehension focus.

Guided reading is continued into Year 2 in the autumn term. It continues throughout Year 2 for small groups where appropriate and where it is supportive of needs.

We made the decision to use Rising Star Reading Planet Galaxy books for guided reading as the main books as these provide a rich range of fiction and non-fiction tied into curriculum and interest topics. The books are also highly decodable.

Whole Class Reading:

We made the decision to move away from Guided Reading from autumn 2 Year 2 to support access to a wider variety of texts. These have been mapped clearly with rationale for choice.

This approach allows lower ability children to access age-appropriate texts.

As the need to focus on decoding to the same level decreases, this approach supports a strong focus on comprehension.

We make use of 'VIPERS' as this ensures strong coverage of the reading domains.

Individual reading:

1:1 reading in Reception: 1:1 reading is key to support the children to develop their decoding. Individual reading means individual support which is key at this stage in early reading. Practice of reading and decoding in this way is essential and works alongside all other elements of our early reading strategies (ELS phonics being a main strategy).

1:1 reading in Key Stage One upwards: 1:1 reading remains key throughout school. Individual reading is prioritised in year one for the reasons noted above and priority children are listed to ensure our bottom 20% are focused on further.

Throughout school lower attainers are prioritised and listened to read more frequently. This is mirrored throughout school. This is to ensure the children get regular practice of reading out loud to support fluency, decoding and sight reading.

We keep an emphasis on individual reading through school where children need more support. We believe this is integral as part of our approach for supporting children learning to read.

Reading volunteers are recruited and trained each year to additionally support children with their reading 1:1. Teachers identify children who they feel need additional support to catch up. Volunteers are usually parents, grandparents or members of the local community. They are DBS checked and they are trained by our reading lead and Safeguarding lead. Identified children receive support once a week. We make use of this resource to support the level of 1:1 individual reading we can offer.

Shared Reading:

In Early Years and Year 1, we believe this is an important approach to share high quality texts with the children, whilst supporting vocabulary development.

Due to levels of Speech and Language need and EAL, this approach is helpful in developing children's vocabulary.

This also supports children where there is less access to books in the household as gives another layer of reading to the children with high quality, high interest texts, supporting the development of vocabulary.

These books also build on knowledge the children are gaining through the curriculum.

Reading Areas:

We have reading areas in each classroom in Early Years. This forms part of the continuous provision. We ensure these areas are inviting so the children want to access and also ensure the books are organised and appropriate. In reception, the children have decodable books – alongside a well-pitched range of fiction and non-fiction. We are currently working towards sets of books for the reading areas which link to topics.

In Key Stage one, the book corners are inviting and an area to sit in to read. This is because the children are still accessing reading at times by being in these cosy, inviting areas. There are a range of books which are set out organised into fiction and non-fiction with spines outwards, so children can easily access books they would like to read.

In Key Stage two, we move from areas to sit in as they are not used in this way by this age – this is due to size of classrooms and logistics of free reading. There are a range of books which are set out organised into fiction and non-fiction with spines outwards, so children can easily access books they would like to read. The 40 chosen books are set out either within this area and labelled to ensure they are known or kept in a separate area of the classroom.

Assessment:

In Early Years, assessments are made via a wide range of observations in line with normal EYFS practice.

In Year 1 upwards (Year 1 from spring), we make use of NTS papers as this helps form part of our judgments and also allows teachers to be able to analyse where children may need further targeted teaching or test technique support. These tests also show meaningful smaller steps of progress – for example, where a child is working at Well Below.

Book bands are tracked to ensure children are being progressed through the book bands at an appropriate rate and to also identify early if a child is 'stuck' so further support can be put in place. This also forms part of the wider assessment picture. School doesn't Benchmark, unless a teacher feels they would benefit from this additional assessment. Teacher judgement is effective as by listening to the child read and asking them comprehension questions, a teacher is able to gauge when a child has fully mastered that book band and is ready to move on.

Phonics assessments are done to gain a clear picture of the retention of taught phonics. This is further outlined in the phonics intent document.

Teachers make use of formative assessment within reading lessons and sessions, giving in the moment feedback and addressing misconceptions. They also use feedback within the lessons to model more detailed or more accurate answers.

Further support for children who are below age-related expectations:

We fully agree that if children cannot decode independently and fluently, they will find it increasingly difficult to understand what they read. As far as possible, these pupils still access age related books / texts in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these. This is done in either shared reading sessions or whole class reading lessons depending on the year group.

Some of our children are below age-related expectations and still need to receive phonics teaching at a later stage in school. Full information is outlined in our phonics intent document. We ensure children who need phonics access this in line with the ELS scheme, using the electronic baseline assessments to ensure correct pitch.

Children who are accessing ELS and need extra support, will access short burst interventions in line with ELS (see phonics intent document for full information). These interventions are used as they 1) are well-targeted and 2) are time-focused and therefore do not impact on foundation subject access.

Children who are working below are also identified for additional 1:1 reading. This is another strategy to support the children decoding accurately and reading with increasing fluency.

Children may also receive additional guided reading sessions – the reason this strategy may be chosen is so the child(ren) receive further teacher/TA input.

For all of our SEND children (and within our Universal Offer), we chose ELS due to its ambitious vocabulary and 'keep up not catch up' approach. We felt its design to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers was fitting for our setting. We use the guided reading approach for our younger or earlier stage readers as it has opportunities to still focus on decoding, alongside a comprehension and vocabulary focus as part of the six domains of the reading curriculum. We use the whole class reading approach (with sequence) as children

move up school as we move from the focus being on decoding and more focus being on comprehension and vocabulary, covering all six domains of the reading curriculum.

For some of our SEND children (SEND support) we have chosen the approach of short burst interventions to 1) ensure they can access learning with their peers and 2) access support which doesn't impact on their access to foundation subjects. For teaching of reading, some SEND children will access whole class reading teaching as we are keen for them to access age related texts. As the focus of these sessions is comprehension and vocabulary, these children would also receive 1:1 reading to ensure they still get to practice their decoding skills. We often provide additional or smaller groups for the reading sessions to allow for discussion to be pitched accurately and for more depth in discussions on areas of need. Repetition of harder to read and spell words supports the children knowing these more securely.

For our most complex children (pupils with an EHCP) the ELS programme remains accessible if pitched correctly and we have the same ambition for our EHCP children as all children in terms of pace through the learning. This therefore needs to be supported as needed via the short-burst interventions. Dependent on need, some EHCP may access whole class approach to reading (sequence) or guided reading approach within a small group. In these cases, it is due to the children not being able to access the content of the whole class text, even when the decoding element is removed. These children receive daily 1:1 reading due to the necessity to practice their decoding.

How are knowledge, understanding and skills developed in this subject?

See reading curriculum mapping.

What does this subject look like?

in lessons?	in books / planning	in the environment?
<p>Reading skills are covered each week.</p> <p>Vocabulary focus</p> <p>Guided questions</p> <p>Explicit modeling of language</p> <p>Feedback is given and opportunities to amend errors.</p> <p>Chances to work independently, in pairs and in groups.</p>	<p>Evidence in reading records/diaries of books read (plus notes/feedback in Reception)</p> <p>Most days work is recorded in the books from Year 2 and throughout Key Stage 2.</p> <p>Children can mark their work from class feedback and self-evaluate.</p> <p>Chances to add to answers and amend errors can be seen.</p>	<p>Each classroom has an inviting reading area. This will encourage children to read for pleasure.</p> <p>There is a school reading display which showcases reading activities/ books / events etc to raise the profile of the subject.</p>

Reading for pleasure opportunities built in across the week.

Modelling and feedback on strategies used

How is this subject resourced?

We have heavily invested in reading across school.

We have:

- Book band books
- ELS sound practice books
- E-books (Oxford Owls)
- ELS scheme – ELS and Oxford Owl site
- Reading for Pleasure books
- Free Reader books
- Class library books
- Pathways Texts
- Shared read books
- Books used across the curriculum

Plus other resources such as Literacy Shed and Cracking Comprehension.

Our Reading Team consists of the Headteacher, an experienced teacher (and previous Reading Recovery teacher) and two experienced teachers.

This is in addition to an experienced teacher for phonics. Therefore school has invested heavily in leadership of reading across school.