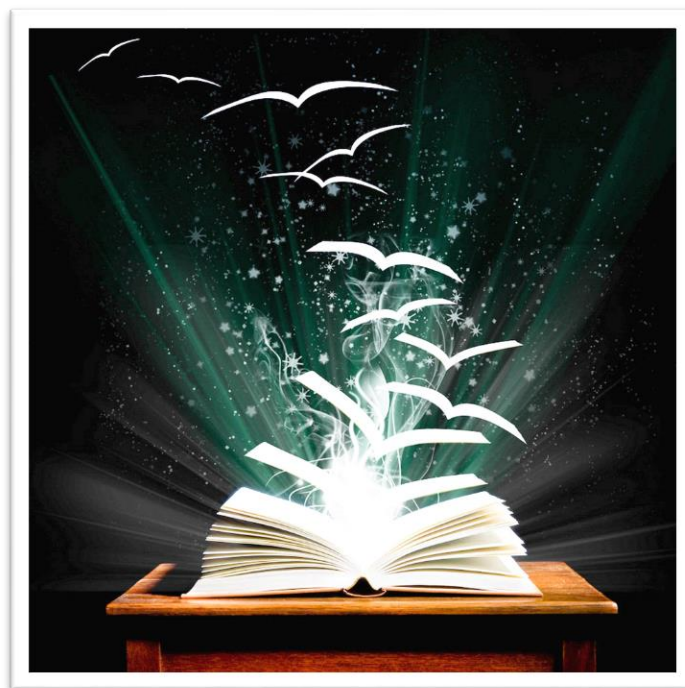




Vernon Primary School



Reading Journey



*'Reading gives your
imagination wings'*

'Nobody else is quite like me'

Reading at Vernon Primary School

Our vision for reading at Vernon Primary school is to provide every child with:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Reading is a vital skill that supports and enriches children's learning across the whole curriculum. At Vernon, we ensure that our children are taught to read with fluency, accuracy and understanding, through a variety of discreet and cross- curricular learning opportunities. Above all, we strive for our children to become enthusiastic, independent and reflective readers with a passion for books and a love of literature.



Our **Reading Hub** is an innovative space used by all children across the school, the epicentre for reading at Vernon. The Reading Hub is a usable library for all children and staff and is stocked with a wide variety of rich texts, fiction, non-fiction and poetry, from across the globe and in a range of languages. The space also has a dedicated 'Phonics Forest', an area containing our phonemes tree, somewhere that children can come and practise their phonics skills with teachers. Groups and classes of children visit the Reading Hub regularly to enrich their learning, develop their love of reading and further enhance their experience of books and literature.

'Nobody else is quite like me'

Early Years Foundation Stage

In the Early Years Foundation Stage (Reception), we provide high quality reading experiences that are essential in supporting our children in their journey to becoming competent readers.

Our Reception learning space has its own stimulating book area, which is accessible by children, as well as a wide range of resources and opportunities to apply reading skills, for example: name cards, alphabet mats, print in the environment, signs and labels, puppets and props to re-tell and re-enact stories.

Phonics

At Vernon Primary, we believe that the systematic approach to the teaching of phonics, which is generally understood as 'synthetic' phonics, offers the vast majority of young children the best and most direct route to becoming skilled readers. For this purpose, we consistently use a detailed and systematic phonics programme, 'Little Wandle Letters and Sounds', a six-phase planning and teaching structure linked to Collins Big Cat reading books. Phonics begins in our Nursery feeder settings with phase 1, where the aim is for the children to experience regular, planned opportunities to listen carefully and talk extensively about what they can hear, see and do. As the children progress through this phase they will begin to orally blend and segment words. Orally segmenting involves the children being able to identify the individual sounds that are contained in words e.g. cat is made up of c-a-t. Oral blending is the children's ability to 'blend' individual sounds together to form words. E.g. s-o-ck blended to give the word sock.

In Reception, this work is reinforced and the children will then progress onto learning the link between graphemes (written letters) and phonemes (the letter sounds). The children will use this knowledge to begin to blend to read and segment to spell using graphemes taught.



Parent Workshops and Meetings

In the Autumn term, we invite our Reception parents into school to attend our 'Busy Bees' Phonics Workshop. It is an excellent opportunity for parents to see first-hand, the teaching of phonics and take part in some phonics activities that children engage in whilst at school, all of which promote the development of reading and the dialogue between home and school. We also invite parents to our annual Reading Meeting. This meeting is a crucial part of a child's reading journey. It enables the Reception staff to share important information about reading and phonics at Vernon Primary School and the role parents have in ensuring that their child's journey is a successful one, enabling their child to be the best they can be.

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Individual Reading

Each child takes home a reading practice book every day to read at home and these are changed regularly. A child's individual reading practice book is always linked to their phonics phase and the specific phonemes they are learning in school; this ensures that they are familiar with the sounds and can decode the words with increasing confidence. In school, children read individually with an adult at least twice a week and a comment is written by an adult in the child's reading record. The reading record provides the opportunity for a shared dialogue between staff and parents about a child's reading. A child may also begin to bring home a 'Sharing Book' to be enjoyed and experienced together.

Guided Reading

Children in Reception also take part in group guided reading sessions with an adult each week. These sessions can focus on a range of reading skills, including vocabulary development, reinforcing letter sounds linked to their phonics phase (Little Wandle Letters and Sounds Revised) and high frequency words which have been previously taught in phonics sessions.

Reading in the Curriculum

Rich texts play a vital role in the EYFS curriculum, regularly acting as the focal point for learning. Planning is often centred around a chosen book and all areas of learning stem from this textual stimulus. Some of these texts include 'The Colour Monster goes to School' by Anna Llenas, 'How to Grow a Dinosaur' by Caryl Hart and 'Billy and the Beast' by Nadia Shireen. Storytelling is a focus of the Autumn term and children are given regular opportunities to read and retell stories.



Mystery Reader

Each week a 'mystery reader' is invited into the classroom to share a story or a book with the class. The children are always incredibly excited to find out who their mystery visitor will be and they love experiencing and sharing different individuals' reading choices.

Library Visits

Vernon Primary has strong links with the local community and children are given the opportunity to visit the local library in Poynton, as well as to meet the librarians in school during assemblies. Children enjoy exploring the books at the library and listening to stories in a community space devoted to reading.

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Reading Streams



Our reading streams at Vernon begin from Reception and continue all the way to Year 6. Teachers read and share chosen texts to their class from each of the school reading streams in addition to any books read as part of the English curriculum.

These reading streams allow for a progression in language and vocabulary to be established and embedded, developing in complexity as the children tackle more advanced texts as they progress through the school. Our Vernon Reading streams are

'Adventure' and **'Role Models'**; the key texts in our

Reception classes include 'Look up' by Nathan Bryon, 'Our cat cuddles' by Gervase Phinn, 'Dogger' by Shirley Hughes and 'After the Fall' by Dan Santat.



Reading Hub

The Reception classes have a regular slot to experience the Reading Hub in school - this is a space where the children can enjoy additional phonics sessions and the opportunity to browse and explore a range of books, including non-fiction, fiction and poetry, as well as books from other cultures and languages.

Reading at Home

Reading at home can mean sharing books, stories, rhymes or any other writing and can incorporate ideas such as reading books together, telling each other stories, discussing books, talking about pictures in books, sharing stories even when there is no book in front of you, retelling favourite stories, taking turns making up stories and using familiar story language. We encourage parents and carers to try out a range of picture books, comics, poems and rhymes with children at home, often reading the same book over and over again to build familiarity and confidence. This can be combined with the joy of choosing brand new books together. A visit to the library is the perfect opportunity for children to browse books together and borrow the ones they are drawn to. Each child takes home a reading practice book every day to read at home and these are changed regularly. A child's individual reading practice book is always linked to their phonics phase and the specific phonemes they are learning in school; this ensures that they are familiar with the sounds and can decode the words with increasing confidence. The reading record provides the opportunity for a shared dialogue between staff and parents about a child's reading. A child may also begin to bring home a 'Sharing Book' to be enjoyed and experienced together. We have an open door policy at Vernon, encouraging parents and carers to discuss their child's reading with the class teacher, who will be able to recommend books for different age groups, both new titles and old favourites.

Key Stage One (Years 1 and 2)

In Key Stage One, we build on the outstanding foundations for reading which the children experience in our Early Years setting. The children's reading journey through Key Stage One is carefully planned to ensure that all children are given the opportunity to make accelerated progress and become confident, independent readers who are developing a love of books. All classrooms have their own reading areas which are filled with a variety of reading material including fiction, non-fiction and poetry. In addition to this, each year group uses theme-related texts from our school Reading Hub to enhance curriculum areas.

Reading as part of the English Curriculum

In Key Stage One, children build on their Early Years experiences and further their understanding and exploration of texts within and beyond the English Curriculum. They link reading to their own experiences, begin to self-correct when reading, discuss and explore their favourite words and phrases and take part in discussions around the significance of titles and events. They begin to make inferences, looking beyond the literal and revealing underlying meanings of the texts that they read. During their time in Years 1 and 2, children experience reading and writing a range of genres as part of this curriculum, such as stories with imagined settings, fairy tales, narrative diaries, recounts, stories based on real-life and personal experiences, nonsense poetry and non-chronological reports. Some of the key texts they will enjoy as part of their English lessons will be 'The Queen's Knickers' and 'The King's Pants' by Nicholas Allan, 'The Big Book of the Blue' by Yuval Sommer, 'Storm Whale' by Benji Davies, 'Eliot Jones, Midnight Superhero' by Alex T Smith, 'The Lion Inside' by Rachel Bright and Jim Field, 'Traction Man' by Mini Grey and 'Where the Wild Things Are' by Maurice Sendak.



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Phonics

As in Reception, the children in Year 1 take part in a daily phonics session based on the same systematic synthetic programme, 'Little Wandle Letters and Sounds', using Collins Big Cat reading books. Children are taught phonics within their class and their progress is closely monitored and tracked, using the teacher's tracking grids, as well as each child's individual Phonics workbook. Children in Year 1 are required to complete a phonic screening assessment in the summer term. Children who do not reach the required standard at the end of Year 1 receive additional phonics teaching in year 2 ('keep up') and will have the opportunity to re-sit the phonics screening test at the end of Year 2.



Individual Reading

In Key Stage One, as in the Early Years, children bring home a reading practice book every day and these are changed regularly. The books which the children bring home are carefully chosen to help children develop their word recognition, phonics skills and language comprehension. They are carefully linked to a child's current phonics phase and the grapheme phoneme correspondences they are practising. The children will have the opportunity to read fiction, non-fiction and poetry. Children are also given a 'Sharing book', which is to be enjoyed with an adult at home.

Children in Key Stage One read regularly to an adult, who will change their reading book and add a comment or sticker/stamp in their reading record book to indicate that they have read in school that day. Children who require additional reading practice will be heard by an adult every day. The children's books are changed as often as needed depending on their phonics sessions in school. The children will read to an adult at least once a week. Children are also encouraged to begin to choose books for themselves and 'borrow' books from the class book corner.

Guided Reading

Guided reading gives the children the opportunity to consolidate, improve and challenge their reading skills. Guided reading sessions take place daily as a whole class and follow a specific structure to enable children to work on specific areas of reading such as phonic application, literal retrieval skills, vocabulary and inference skills. During the guided reading session, the children will read a variety of different texts including fiction and non-fiction books.

All of the 'Reading Domains' for Key Stage One are covered during these guided reading sessions, alongside individual and shared reading opportunities. These are statements that break down the approach to reading into aspects in which children should become skilled throughout their journey in Key Stage One:

KS1 Reading Domains:

1A: Draw on knowledge of vocabulary to understand texts

1B: Identify and 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

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Reading Streams

Our reading streams continue in Years 1 and 2 as an opportunity for children to be regularly exposed to wonderful, rich and vibrant literature. Teachers read and share chosen texts to their class from each of the school reading streams in addition to any books read as part of the English curriculum. These reading streams allow for a progression in language and vocabulary to be established and embedded, developing in complexity as the children tackle more advanced texts as they progress through the school. Our Vernon Reading streams are '**Adventure**' and '**Role Models**'; the key texts in our Year 1 and 2 classes include 'The Bear and the Piano' by David Litchfield, 'Fantastically Great Women who changed the World' by Kate Pankhurst, 'Snail and the Whale' by Julia Donaldson and Axel Scheffler, and 'Ada Twist, Scientist' by Andrea Beaty.



Stop, Drop & Read

Independent reading for pleasure is encouraged and celebrated throughout the school in a variety of different ways, such as 'book nooks', reading challenges, mystery readers, praise, parental involvement, reviews, challenges, links to library, e-books, audio books and assemblies. Teachers monitor how many books children are reading for pleasure and how often they are reading - reading for 'free readers' should be both 'out loud' for expression and to ensure accuracy, as well as reading 'in their heads' to develop speed of independent reading. Books chosen by teachers are high-quality literature that the teachers also love, with a view to inspiring young readers to develop a thirst for books. There is a weekly opportunity in every class for 'Stop, Drop & Read', an allocated time devoted to reading for pleasure. The book or text the children read could be their own independent reading book, a book from home, a book from the class 'book nook', a library book, a newspaper, or any form of text. This session further encourages our children to develop a love of reading.



Reading Hub

The Key Stage One classes have a regular slot to experience the Reading Hub in school - this is a space where the children can enjoy additional phonics sessions and the opportunity to browse and explore a range of books, including non-fiction, fiction and poetry, as well as book from other cultures and languages.

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Assessment

The teaching staff uses daily formative assessment, based on the work that the children complete in class. This provides valuable information about the children's progress and next steps. Comprehension activities carried out as part of the English curriculum from Year 2 onwards also allow regular opportunities for assessing children's reading progress; resources such as Rising Star's 'Cracking Comprehension' are used to teach specific reading comprehension skills, as well as to assess children on their understanding of texts. These activities enable teachers to plan for next steps in learning and inform future planning. At Vernon, we believe that the gift of reading is something that everyone can share, regardless of any difficulties they may face. Our teachers and teaching assistants are highly trained to identify from an early age those children who may need additional support with reading and we have a wide range of interventions and strategies at our disposal to ensure that all children become the best readers they can be. These include: Access to a trained speech and language therapist, reading interventions and support groups, additional phonic teaching sessions, precision teaching interventions for phonic and word recognition, Dyslexia screening checks and coloured overlays, programmes developed specifically for children with Dyslexic tendencies, daily one-to-one reading. A wide range of reading schemes are used throughout the school to suit all learners, including phonic based books, books to encourage high frequency word recognition and high interest, age-appropriate texts, lower reading age books for older readers, as well as a range of dyslexia-friendly texts. We use the PIRA (Progress in Reading and Language Assessment) tests as a termly method of assessment in reading and these are carried out within the classroom and used by the teacher for analysis and future planning to further develop reading skills.

Reading at Home

Reading makes up the vast majority of our homework expectation in Key Stage One and we recommend that the children read at home every night for 10 – 15 minutes. We ask parents and carers to record children's reading in their record books and this reading is then praised in school when children are given stickers and dojos for fantastic commitment to reading.



'Nobody else is quite like me'

Lower Key Stage Two (Years 3 and 4)

As children enter KS2, they are encouraged to make more independent choices about their reading and choose books which will help develop their love of reading. The children are expected and encouraged to change their books independently when necessary. Inside each classroom is a book area which contains a variety of texts for different abilities and the children are encouraged to talk about their reading choices as well as widen their reading diet. Each class is also supplemented with books from our Reading Hub related to their Science and Humanities themes for the term. These books can be found around the classroom and help to build on children's knowledge. Any children who require extra support will read with an adult 1:1 outside of the guided reading sessions and this reading is recorded in their reading journals (these replace reading records in Key Stage Two).

Reading as part of the English Curriculum

In Lower Key Stage Two, children build on their experiences from the texts they have discovered in Key Stage One and deepen their understanding and exploration of texts within and beyond the English Curriculum. They apply their growing knowledge of words and spelling patterns to read fluently, as well as drawing inferences from the texts they experience, discussing words and phrases that have been deliberately chosen to capture the imagination. They begin to identify recurring themes of different stories and draw on their knowledge of this to interpret characters' feelings, thoughts and motives. Their prediction skills become more accurate, using details from texts, both those that are stated and those that are implied. They begin to question texts in order to further develop their understanding. During their time in Years 3 and 4, children experience reading and writing a range of genres as part of this curriculum, such as stories of mystery and suspense, historical and adventure stories, playscripts, instructions, recounts, non-chronological reports and forms of poetry such as cinquains and haiku. Some of the key texts they will enjoy as part of their English lessons will be 'The Pirate Cruncher' by Johnny Duddle, 'Escape from Pompeii' by Christina Balit, 'Cakes in Space' by Phillip Reeve and Sarah McIntyre, the adventures of Charlie Small, 'I took the Moon for a Walk' by Carolyn Curtis, 'How to Train your Dragon' by Cressida Cowell and 'The Puffin Keeper' by Michael Morpurgo.



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Phonics

In Years 3 and 4, children continue to refine and consolidate their phonics skills in a number of ways, including through the English Curriculum, whole-class phonics sessions linked to Phase 6 when appropriate, or those children who become 'Phonics Prefects' and continue to access daily systematic synthetic phonics. These strategies reinforce the learning from all phases of phonics and ensure children are using their phonological skills from Key Stage One to read with accuracy and fluency.

Individual Reading

In Lower Key Stage Two, children bring home a reading book to develop their independent reading skills. They record their reading in their Reading Journal. As children enter KS2, they are encouraged to make more independent choices about their reading and choose books which will help develop their love of reading. The children are expected to change their books independently when necessary, using the class book corner as a basis for their choices, but also selecting books from home if they wish. The books they read are both age-appropriate and carefully linked to the children's reading age and ability, to ensure that fluency and comprehension are developed, but that those children who need further support with reading are able to access texts in line with their phonological knowledge and skills from Key Stage One. Some children, who require extra reading practice, will be heard read every day. The children will have the opportunity to read fiction, non-fiction and poetry from a variety of schemes including Collins Big Cat and Usborne, as well as books written by authors of their choice as free readers.



Guided Reading

Guided reading gives the children the opportunity to consolidate, improve and challenge their reading skills. Guided reading sessions continue in lower Key Stage Two daily as a whole class and follow a specific structure to enable children to work on specific areas of reading such as fluency, literal retrieval skills, inference, vocabulary and prediction skills. During the guided reading session, the children will read a variety of different texts including fiction and non-fiction books.

All of the 'Reading Domains' for Key Stage Two are covered during these guided reading sessions, alongside individual and shared reading opportunities. These are statements that break down the approach to reading into aspects in which children should become skilled throughout their journey in Key Stage Two:

KS2 Reading Domains:

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

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Reading Streams

Our reading streams continue in Years 3 and 4 as an opportunity for children to be regularly exposed to wonderful, rich and vibrant literature. As in Key Stage One, these reading streams allow for a progression in language and vocabulary to be established and embedded, developing in complexity as the children tackle more advanced texts as they progress through the school. Our Vernon Reading streams are **'Adventure'** and **'Role Models'**; the key texts in our Year 3 and 4 classes include 'The Adventures of Paddington Bear' by Michael Bond, 'Marcus Rashford: Little People, Big Dreams' by Maria Isabel Sanchez Vergara, 'Julia is a Mermaid' by Jessica Love.



Stop, Drop & Read

Our 'Stop, Drop & Read' sessions continue in Years 3 and 4, when children have the opportunity to read for pleasure. Teachers continue to monitor how many books children are reading for pleasure and how often - reading should still be both 'out loud' for expression and to ensure accuracy, as well as reading 'in their heads' to develop speed of independent reading and comprehension skills. Children are inspired to read by the classroom environment created by the teacher and children, which always contains an area devoted to reading, a 'book nook'. The weekly 'Stop, Drop & Read' session further encourages our children to develop a love of reading and in Key Stage Two 2, includes the 'First News' newspapers which are written for children to develop their understanding of current affairs and both national and Worldwide news reports.



Reading Hub

The Lower Key Stage Two classes have a regular slot to experience the Reading Hub - this is a school space where the children can enjoy additional sessions and the opportunity to browse and explore a range of books, including non-fiction, fiction, poetry and books from other cultures and languages.

Assessment

The teaching staff uses daily formative assessment, based on work that the children complete. This provides valuable information about the children's progress and next steps. Comprehension activities, using resources such as Rising Star's 'Cracking Comprehension', are carried out as part of the English curriculum and continue in lower Key Stage Two. This is in the form of a fortnightly opportunity for teaching and assessing children's reading progress and comprehension skills. We use the PIRA (Progress in Reading and Language Assessment) tests as a termly method of assessment in reading and these are carried out within the classroom and used by the teacher for analysis and future planning to further develop reading skills.

Reading at Home

Reading at home continues to be encouraged as children move into Key Stage Two and is recorded in their Reading Journal. We recommend that the children read at home every night for 15 minutes. Children in Years 3 and 4 also take home a comprehension activity at least once every month to consolidate their learning at home and to further develop their skills in understanding and interpreting texts.

'Nobody else is quite like me'

Upper Key Stage Two (Years 5 and 6)

As children progress through Key Stage Two, they make independent choices about their reading and choose books which will help further develop their love of reading. The children are expected to read widely and choose books independently as often as necessary. As with the earlier years, the Year 5 and 6 classrooms contain a dedicated book area which contains a variety of texts across a range of genres. Each class continues to be supplemented with books from our Reading Hub related to their Science and Humanities themes for the term. These books can be found around the classroom and help to build on children's knowledge. Any children in Years 5 and 6 who require extra support will read with an adult 1:1 outside of the guided reading sessions and this reading is recorded in their Reading Journals.

Reading as part of the English Curriculum

In Upper Key Stage Two, children develop a depth of understanding about the texts they read. They discuss their reading preferences, recommending books to their peers and giving reasons for their independent choices. They are able to compare books and identify themes across a range of texts. They continue to ask questions about their reading in order to deepen their understanding, as well as predict outcomes and endings. They study the meaning of words in context, drawing inferences and justifying these with textual evidence. Their summary skills are further developed, as well as their ability to discuss how language, structure and presentation can also contribute to meaning, as well as the author's intentions and choices. During their final two years in primary school, children experience reading and writing a range of genres as part of the English curriculum, such as older literature, adventure stories, persuasive texts, letters, explanation texts, biographies and a range of poetic forms. Some of the key texts they will enjoy as part of their English lessons will be 'Cogheart' by Peter Bunzl, 'Why the Whales Came' by Michael Morpurgo, 'Goodnight Mister Tom' by Michelle Magorian and 'Rain Player' by David Wisniewski.



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Individual Reading

The children in Years 5 and 6 are encouraged to read as widely as possible and teachers encourage them to choose appropriate texts depending on their reading ability, genre preferences and interests, as well as encouraging them to read outside their normal preferences. The children are encouraged to have an independent reading book that they bring home as well as into school. The children are encouraged to talk about the books they have read, writing reviews and recommendations for their peers to read. For those children who need additional support with reading, one-to-one reading with the teacher or other adult will still take place outside the guided reading session. Each classroom has a well-stocked, inviting book area that the children are free to use and borrow books from.



Guided Reading

Guided reading continues daily in Years 5 and 6, as an opportunity to consolidate, improve and challenge their reading skills. These sessions take place as a whole class and follow the same clearly defined structure as in previous years, enabling children to work on specific areas of reading such as literal retrieval skills, inference, vocabulary and deduction skills. During the guided reading session, the children will read a variety of different texts including fiction and non-fiction books.

All of the 'Reading Domains' for Key Stage Two are covered during these guided reading sessions, alongside individual and shared reading opportunities:

KS2 Reading Domains:

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

Stop, Drop & Read

Our 'Stop, Drop & Read' sessions continue in Years 5 and 6, when children have the opportunity to read regularly for pleasure to inspire a love of literature and other forms of reading, such as 'First News' newspapers and other non-fiction texts. Teachers continue to monitor how many books children are reading for pleasure and how often they are reading.



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Reading Streams

The reading streams continue in Years 5 and 6 as an opportunity for children to be regularly exposed to wonderful, rich and vibrant literature, enjoying modelled reading by the teacher daily as a 'class reader'. Our Vernon Reading streams are '**Adventure**' and '**Role Models**'; the key texts in our Years 5 and 6 classes include: 'The Nowhere Emporium' by Ross MacKenzie, 'Heroes: Inspirational people and the amazing jobs they do' by Jonny Marx, 'Inside Out & Back Again' by Thanhha Lai, 'Bear Grylls Adventure Series' and 'Hero twins' by Jolley Dar.



Reading Hub

The Upper Key Stage Two classes have a regular slot to experience the Reading Hub in school - this is a space where the children can enjoy additional reading sessions and the opportunity to browse and explore a range of books, including non-fiction, fiction, poetry and books from other cultures and languages. This space is also used daily for additional Guided Reading and Comprehension sessions to support and develop children's reading skills.

Assessment

There are many ways in which the children's progress and achievement in reading is assessed. The guided reading sessions provide teachers with invaluable information about the children's progress in reading. The children's oral and written responses are used by the teacher to carefully track the children's progress in each of the content domains. This information is then used by the teacher to plan appropriate teaching and learning opportunities to ensure that all children make rapid progress in all areas of reading. Comprehension activities, using resources such as Rising Star's 'Cracking Comprehension', are carried out as part of the English curriculum and continue in upper Key Stage Two. This is in the form of an opportunity at least weekly for teaching and assessing children's reading progress and comprehension skills. This dedicated comprehension session enables teachers to plan for next steps in learning and inform future planning. We continue to use the PIRA tests as a termly method of assessment in reading and these are carried out within the classroom and used analysis and future planning. The children in Year 6 also prepare for their Reading SATs paper by practising their skills using past papers and ongoing assessment activities leading up to their end of Key Stage assessment in the early part of the Summer term.

Reading at Home

Reading at home continues to be encouraged as children move through Key Stage Two and is recorded in a child's Reading Journal. We recommend that the children read at home every night for 20 minutes. Children in Year 5 take home a comprehension activity once every 2 weeks (weekly in Year 6) to consolidate their learning at home and to further develop their skills in understanding and interpreting texts.

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