



Reading lead – Rachel Baker

In our school we plan in a range of different experiences in Reading supporting our school key driver of children being able to read, write and speak with confidence and fluency.

Reading is planned using the National Curriculum 2014 and supports the subject specific intent:

- for children to become enthusiastic and motivated readers
- to develop children’s confidence in reading a wide variety of genres and text types
- for children to have the skills to decode words in order to be able to read fluently with understanding of what they have read.
- to encourage a love of literature and an enjoyment of reading for pleasure
- to use reading to provoke thought within children.

Shared Reading –

This takes place both in and out of timetabled English sessions where the teacher models the reading process and the children join in with the text.

Group Reading –

This is taught within a group with a class teacher or teaching assistant at least 4 times a week. Children are grouped together according to their ability and these sessions are domain led. The sessions are planned around the following reading domains:

<i>KS1</i>	<i>KS2</i>
<i>Enjoy</i>	<i>Enjoy</i>
<i>Decode</i>	<i>Decode</i>
<i>Define</i>	<i>Define</i>
<i>Retrieve</i>	<i>Retrieve</i>
<i>Sequence</i>	<i>Summarise</i>
<i>Infer</i>	<i>Infer</i>
<i>Predict</i>	<i>Predict</i>
	<i>Relate</i>
	<i>Explore</i>
	<i>Compare</i>

The children read the text independently within the groups with the adult prompting with reading strategies for support and targeted questioning to deepen understanding of the text, that ensures all five essential components for teaching reading are delivered: Phonemic awareness, phonics, fluency, vocabulary and comprehension

We have linked the reading domain areas to gems throughout the school to ensure there is a consistent approach across each class.

Fluent readers in Moulton Chapel can read quickly, accurately and with the appropriate use of intonation. When this level of fluency is achieved it aids comprehension and allows the children to focus on the meaning behind the text. Enjoyment of the text read is also included as part of the questioning. Staff are able to use this reading time to focus on the development of skills in fluency and comprehension.

We have a well-stocked selection of reading books ranging all types of genres that are book banded to reflect the appropriate age range and ability for that group.

Individual Reading –

Our main scheme in EYFS and KS1 is Collins Big Cat, these are the reading books recommended to accompany the Little Wandle Letters and Sounds revised programme, that we use to teach Phonics. The books are a phonics-based scheme and are directly linked to the phase of phonics being taught to that child. It works in conjunction with the teaching and development of Phonic knowledge up to the turquoise level of books. This is supplemented by quality texts from other schemes and includes a range of fiction and non-fiction texts. Within KS2 children read books from within their appropriately assessed book band.

Individual reading books are sent home for reading with parents/ carers and the children are encouraged to do this. Children in EYFS, KS1 and LKS2 have reading records that parents are able to complete and comment in. Should a child not read their reading book at home, but choose a home book to read, then that reading is also recorded.

Year group	School term	Book band	Approx. reading age
EYFS	Autumn term	Pink	Less than 5 years
	Spring term		
	Summer term	Red	5 years
1	Autumn term	Yellow	5-6 years
	Spring term	Green and Orange	
	Summer term	Blue	
2	Autumn term	Purple	6-7 years
	Spring term		
	Summer term	Yellow	
3	Autumn term	White	7-8 years
	Spring term		
	Summer term	Light Green	
4	Autumn term	Brown	8-9 years
	Spring term		
	Summer term	Grey	
5	Autumn term	Dark Blue	9-10 years
	Spring term		
	Summer term	Dark Blue	
6	Autumn term	Red	10-11 years
	Spring term		
	Summer term	Black	

Reading for pleasure –

We encourage children to read for pleasure and make them part of the book selection process for their classroom. We have Drop Everything And Read sessions and a termly incentive prize for our 'Bookworm's to spend in a local bookstore. All classes celebrate a weekly bookworm. Our older children enjoy paired reading with the KS1 children and this is something we try to offer them as regularly as possible. 'Storytime' led by staff happens in the KS1 class and KS2 have a class reader which the teacher reads.

We expect all our children to read every day.