Riverley Primary School Reading Strategy

Reading is at the heart of our curriculum at Riverley Primary School. We believe reading is one of the best tools we can give to our children in order to shape them into independent, imaginative and life-long learners. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success. We aim to develop a deep love and appreciation of reading which will stay with the children for life.

The beginning of the reading journey – EYFS

As soon as children begin their journey at Riverley Primary School, their reading adventure begins. Children are exposed to a rich range of stories, texts and vocabulary through-out their day. At Riverley, the art of reading aloud is not recognised as simply sharing a story but more the complex development of reading skills. Reading aloud in EYFS is crucial for priming children for the individual sounds of the English language. Through listening to a range of stories being read, children have tuned their sensitivity to alliteration, rhyme and rhythm. Children learn how to pay attention, how to focus and how to share a common purpose – the enjoyment of the story.

Through expressive reading, children and the act of bringing stories to life, the children and their teacher hypothesise about what a character might be thinking, and they talk about what they might have done in a similar situation. From experiencing their teacher's commentary of the story, the children begin to infer from a character's action what they might be feeling. Teachers use asides to share their reactions and ponder aloud when they think there is something happening that a child may not understand – opportunities to dive deeper into the story never go amiss.

Through being read to, the children start to understand themselves and their own emotions because they hear about people and creatures who feel like they do. Our books are chosen carefully to ensure that children have consistent access to quality inclusive, ethically representative literature. Books are also chosen to teach children about different experiences and perspectives that differ to their own. Through reading-aloud experiences children expand their imagination; encountering real places like the moon and the Antarctica - but also the endless possibilities of an imaginative world. Our children's vocabulary is broadened and their understanding of language is more widely supported. This is the foundation here of reading at Riverley.

The development of Early Reading

When teaching phonics, we follow the RWI phonics programme which this child will engage in until the end of KS1. The Nursery team begin by focusing on developing children's speaking and listening skills. This lays a solid foundation for the acquisition of phonics which commences when children are ready for 'word time' and acquiring the Set 1 Sounds. The early emphasis in Nursery is getting children attuned to the sounds around them in order for them to be ready to begin developing oral blending and segmenting skills, prior to word time.

In Reception, the children work through the RWI programme and are assessed half-termly on their segmenting and blending skills to decode words. Children are encouraged to read at home and are listened to regularly in school. They are provided with home reading books that match their phonetical knowledge which allows our children to apply their learning with the aim of becoming successful, confident and fluent readers.

Reading in KS1

Read, Write, Inc. Phonics

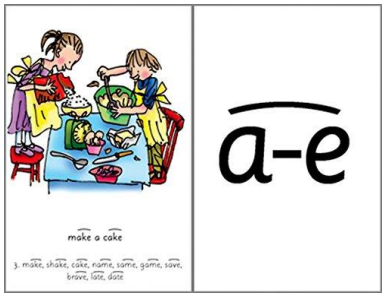
At Riverley, our children learn to read and write effectively and quickly using the Read, Write, Inc. phonics programme. They progress onto whole class reading and NoNonsense spelling once they can read with accuracy and speed.

The programme is for:

- Pupils in Nursery to Year 2 who are learning to read and write
- Any pupils in Year 3 who need to catch up rapidly
- Struggling readers in Years 3 and 4 follow one to one tutoring
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonics' knowledge and skills
- Read common exception words - on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.



In addition, the children are taught to work effectively with a partner to explain and consolidate what they are learning. Children are grouped homogeneously, according to their progress in reading rather than their writing. This is because it is known that children's early progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

At the beginning stages of this programme, an emphasis is placed on alphabetic code. The children rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for children at risk of making slower progress and can be found, for example, on the back of all sound cards.

This learning is consolidated daily. Children have frequent practice in reading high frequency words with irregular spellings which are known as common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher and adult at home supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Children write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Children in EYFS and Reception are sent home with a Read, Write, Inc. Book Bag Book which is accurately matched to their reading level and contains similar themes to the story they are exploring in class. Alongside this, children will also take home a second story in order to widen children's exposure to literature. As children move through KS1, they are encouraged to explore their own book choice and take home self-chosen books as they gather an awareness of this.

Whole class reading, and *NoNonsense* Spelling in KS1

Whole class reading and *NoNonsense* Spelling is for:

• Pupils in Year 2 to Year 6 who can read with accuracy (they recognise the alternative graphemes for sounds) and have completed the Read, Write Inc. Phonics Programme

In whole class reading children:

• Develop a deep understanding of what they read; complete texts by leading authors are introduced using a three-step approach

• Learn grammar in context allowing pupils to use it with understanding: grammar banks are provided to support teacher knowledge

• Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate and to reason and justify their answers

• Learn to write confidently by following our highly supportive three step approach, building upon the story or non-fiction text they have studied

• Write every day.

Once children complete the Read Write Inc. Phonics programme they are taught in their year group using a whole class reading strategy. Across the whole school, we use a range of

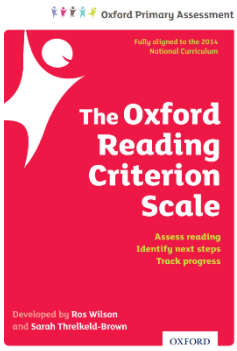
challenging texts to specifically teach Reading Skills focusing on vocabulary, inference, prediction, explanation, retrieval and summarisation. Our approach integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills. At the heart of whole class reading is the enjoyment of and engagement with a variety of texts. Through carefully selected, mixed ability learning partners, our children make connections between texts and their own experiences. Partner discussion helps teachers assess what and how pupils are learning throughout the lesson. Teachers read a wide range of stories, poetry and non-fiction to pupils so that they are exposed to a Children are encouraged to choose books to read at their own interest and comprehension level.

Reading in KS2

Children continue to take part in whole class reading sessions with carefully chosen, high quality fiction and non-fiction texts. The focus continues to be on the development of key reading skills. At this stage it becomes vitally important that children use evidence from the text to justify their thoughts, opinions and ideas.

Assessment

At Riverley we know that high quality assessment – linked to targeted and effective teaching – is the key to ensuring children make great progress. It allows teachers to identify and address any challenges children are facing as early as possible and also to extend and deepen learning for those who are ready. Oxford Reading Criterion is used to inform regular, observational assessment of reading and as a periodic summative assessment tool.



In addition to daily assessment of reading, through comprehension conversations, children are assessed termly against their expected assessment standard. This alongside AFL ensures that teachers have a clear and accurate picture of children's progress in reading and can tailor the curriculum and reading choice to every child's individual needs. Recognising that there should be a clear link between reading assessment and book choice, assessment using the Oxford Reading Criterion helps to identify children's strengths and next steps to ensure progress is made. It also generates an Oxford Level to help guide children's book choice so that they get the right level of support and challenge. At Riverley, we recognise choosing appropriate texts, at just the right level, is particularly important for assessment purposes and developing secure reading skills.

Each Standard sets out a number of criteria which children are assessed against. The particular reading skill that each criterion is assessing is highlighted in brackets so that teachers can quickly identify general areas of strength or development areas for each child:

READ - word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organization

D = deduction and inference

Assessments against each Standard result in a score which determines whether a child is Developing, Secure or Advanced against expectations for their year group. We intend for all children to be judged as 'secure' within a Standard by the end of each year in order to be tracking national expectations. May of our children are judged as 'advanced' within their year group.

Year Group	ORCS Assessment Standard	National Expectations by the end of the year	Typical Oxford Level text
Reception/P1	Standard 1	Secure Standard 1	Oxford Level 3
Year 1/P2	Standard 2	Secure Standard 2	Oxford Level 6
Year 2/P3	Standard 3	Secure Standard 3	Oxford Level 9/10
Year 3/P4	Standard 4	Secure Standard 4	Oxford Level 13
Year 4/P5	Standard 5	Secure Standard 5	Oxford Level 15
Year 5/P6	Standard 6	Secure Standard 6	Oxford Level 17
Year 6/P7	Standard 7	Secure Standard 7	Oxford Level 19

Accessible to every child, is a range of reading texts that have been carefully labelled in line with Pearson book banding. Pearson was chosen to ensure a broader system of book levelling was put in place; allowing children a greater breadth of literature that challenges their reading ability. This has been cross referenced with Oxford Reading Criterion levels to ensure that both teachers and children can easily identify that best fit book. A Riverley reading correlation chart helps teachers cross reference different book bands alongside Read, Write, Inc. and the National Curriculum to ensure accurate use of assessment and a broader range of literature is accessible to children. Children in KS2 will take home two reading books weekly but are encouraged to change these when they have finished reading them or if they wish to change their story having reflected on the content -they also have the opportunity to do this.

National curriculum	Oxford Reading Criterion ticks		Oxford reading levels	Book band (Pearson)	Collins Big Cat	Read Write Inc Phonics
Reception pre-reading	Pre-reading	0-5	1	Lilac	Lilac	Word Time A,B,C
R1	Developing	6-12	1+ or 2	Pink/Red	Pink/Red	Ditty 1-12/Ditty 13-42 Ditty books
R2	Secure	13-19	3	Yellow	Yellow	Green
End of reception	Advanced	20-25	4	Light Blue	Light Blue	Purple
Y1 Working towards	Developing	6-12	4 or 5	Light Blue Green	Light Blue Green	Purple/ Pink
Y1 Meeting	Secure	13-19	6	Orange	Orange	Orange
Y1 Greater depth	Advanced	20-25	7 or 8	Turquoise Purple	Turquoise Purple	Yellow/ Blue
Y2 Working towards	Developing	6-12	7 or 8	Turquoise Purple	Turquoise Purple	Yellow/ Blue
Y2 Meeting	Secure	13-19	9 or 10	Gold White	Gold White	Grey
Y2 Greater depth	Advanced	20-25	11	Lime	Lime	
Y3 Working towards	Developing	6-12	11 or 12	Brown or Grey	12 Copper/13 Topaz	
Y3 Meeting	Secure	13-19	13	Grey		
Y3 Greater depth	Advanced	20-25	14	Grey	14 Ruby/15 Emerald	
Y4 Working towards	Developing	6-12	14	Grey		
Y4 Meeting	Secure	13-19	15	Dark Blue		
Y4 Greater depth	Advanced	20-25	16	Dark Blue	16 Sapphire	
Y5 Working towards	Developing	6-12	16	Dark Blue		
Y5 Meeting	Secure	13-19	17	Dark Red		
Y5 Greater depth	Advanced	20-25	18	Dark Red		
Y6 Working towards	Developing	6-12	18	Dark Red	17 Diamond	
Y6 Meeting	Secure	13-19	19	Dark Red		
Y6 Greater depth	Advanced	20-25	20	Dark Red		
Children reading beyond criterion					18 Pearl	

Fresh Start and Phonics Fast Track Tutoring - Ruth Miskin

To ensure that children make accelerated progress in reading, Fresh-Start fast track tutoring is carried out with children who are not meeting age related expectations in reading in Years 5 and 6. Children are taught to read sounds, words and carefully matched reading modules. It provides targeted support to children who need to make quick, accelerated progress. Phonics Fast Track Tutoring is a strategy used to support children from Reception to Year 4 who need to make fast progress. These strategies provide targeted support to address specific gaps in children's reading. The amount of time needed for tutoring will depend on the child's starting place.

Prep for Learning

Through prep for learning, children at Riverley are given the opportunity to explore stories with their family at home before we teach it in school. Working closely with families allows children to explore context and themes (where relevant) and gain knowledge which is required to fully enjoy the text. We use techniques to help children to live and breathe stories and their contexts – feel emotions, discover themes and visit places they might never have experienced for themselves.

Daily Reading Opportunities

Although we recognise the importance of Read, Write, Inc. and whole class reading sessions for a child's reading development, we also place a great importance on the practise of daily reading outside of lesson time. Reading is at the core of our curriculum so it can be found weaving through learning opportunities through-out the day. Every child at Riverley gets daily opportunities to read independently and be read to. Once a week children are also listened to read by a teacher.

Talk through Stories - Ruth Miskin

Talk through stories is a practise used in English lessons to support the acquisition of vocabulary and story comprehension. Talk through stories allows children's vocabulary to be extended and deepened so that they can understand the books they will be able to read for themselves. It helps children to get to know the story really well: the plot, the characters, and their actions and motives. They explore eight words from the story, specifically selected to develop children's understanding of each word in the context of their everyday lives.

In class texts

Texts explored in English lessons have been carefully chosen to reflect the overarching topic. Children will have wider opportunities to explore topic specific vocabulary whilst acquiring essential knowledge through text. Whilst nurturing the acquisition of knowledge through texts, we also place an importance on pupil interest and would not miss an opportunity to capitalise on an interest that the class has shown.

Developing a love of reading

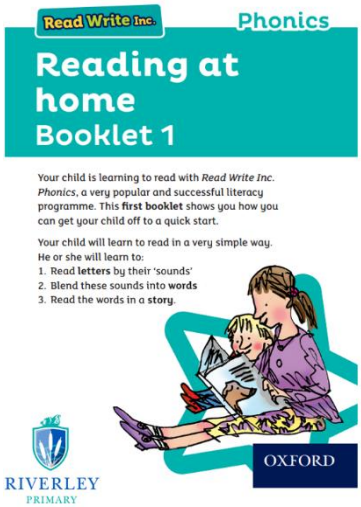
Our Reading Environments

At Riverley we recognise that all reading should be pleasurable and therefore reading for pleasure is known as 'developing a love of reading'. We understand that special attention must be placed on developing a love of reading and have therefore, created an environment to enthuse enjoyment out of reading to inspire life-long readers.

Every classroom has a dedicated book corner and corridors and shared spaces are filled with books which are age-appropriate for the classrooms that are inhabited nearby. The shared Reading spaced have been created by the children for the children so that they read in an inspiring space that promotes their well-being.

Questions relating to the specific reading skills can be found in each space to encourage children to consistently develop their reading skills. Through our wide range of texts on offer, children enjoy selectin their home reading book and often share stories with their families.

Reading at home



We understand the vital role played by our families in the development of reading and in the nurturing of positive habits. Therefore, we want to encourage a home-school partnership which enables our families to understand how to enhance the skills being taught in school. We host Read, Write, Inc. mornings where families are invited in to work with their child during Read, Write Inc. sessions. This allows families to develop their own skill set in pronouncing sounds and learning skills such as decoding and blending. Families also have time to discuss Read, Write, Inc. and early reading strategies with the Read, Write Inc. lead to ensure their child is receiving high quality support at home. Reading records are sent home with the children's reading books each week. These provide space for both teachers, families and children to comment on reading progress as well as reflect on the stories that have been chosen.

A Celebration of Reading

World Book Day is celebrated each year as a Riverley family. We know and value the contribution that this annual celebration makes to developing children's love of reading and the mind set of young readers as they adopt the attitude 'I am a reader'. Children get a breadth of opportunities to celebrate their favourite books and take part in storytelling, drama and an array of creative activities exploring texts.

Every year we host a teacher panto – a *Proud Tradition* here at Riverley. The children witness their teachers take on the role and step into the worlds of their favourite characters. Through explicit modelling of story-telling and expressive drama, children see that reading is a life-long skill. Our older children also get the opportunity to read to their younger peers. For children in KS2, this helps them to build confidence and critical literacy skills as they read to younger children. For children in KS1, they see good reading behaviours modelled for them. They can observe the ways the older children correct their mistakes or decode challenging words. This shared reading time also exposes younger children to higher-level books they wouldn't be able to read on their own.

Through-out the year, children and families at Riverley get the chance to take part in a variety of reading competitions that develop their love of reading and give them a breadth of opportunities to explore story in a variety of medium. Every year children demonstrate an outstanding level of creativity as they bring their favourite stories to life in a variety of ways.

Our children achieve great academic success at Riverley and our well-thought through strategy to Reading contributes highly to that.

Excellent Reading outcomes open up many future possibilities for our children and we truly believe and live by the slogan on our Reading Records – 'Today a Reader… Tomorrow a Leader.'