



Teaching Approach for the READING CURRICULUM

EYFS - YEAR 6

Spring 2024

Reading – EYFS FS1 Penistone St John's

Talking and rich vocabulary is the main focus in our nursery. We provide children with opportunities to build up pre-phonics skills in order to be ready to learn the phonemes in Reception. Securing these early skills will help children become more confident readers.

Read Write Inc phonics scheme

Nursery focuses on ensuring the children are "Read Write Inc. Ready" (RWIR) at St John's, we do this through an age-appropriate introduction to phonics through interactive and focused adult led sessions.

Autumn learning:

- Introduce Silent Signals, such as stop, MTTT and TTYP.
- Develop and share nursery rhymes to increase familiarity with rhyme, rhythm and language.
- Sharing stories daily
- Build up carpet time – through daily communication and language session with a focus on building sentences orally.
- Fred Games – Use games such as 'Fred Says', 'Fred I Spy' and 'Fred Animals' with pictures and props to help them

All aspects introduced in Autumn Term to continue throughout Spring and Summer Term.

Spring learning:

- Role Play
- Build a sentence. Use pictures from the linked texts, for example Brown Bear, Brown Bear, to develop their concept 'The brown bear' into 'The large, scary brown bear.'
- Chosen 'New Vocab' each week – all linked to topic.
- Build up to 15 minutes of story and/or carpet time.
- Begin Fred Talk.
- Assess whether children are ready to begin phonics. If they are, start introducing picture cards from March.

All aspects introduced in Autumn and Spring to continue throughout Summer Term.

Summer learning:

- Introduce picture cards – saying the pictures e.g. maisy mountain mountain – repeating all picture names until embedded.
- Fred games

Magic of Story – Letting stories weave their own magic

By reading aloud a story to children every day, you are fusing the act of reading with comfort and love: when *you* love a book, your child will want to hear it again and again. Children are wired to thrive on repetition.

Children experience Magic of Story 2 sessions per week.

Session 1 – Introduction (Title, author, make a connection)
Read the Story aloud - let the story weave its own magic!

Session 2 – Discussion around the text and use of sentence stems.

Our Favourite Five

Carefully chosen texts for our nursery children...

We're Going on a Bear Hunt- Michael Rosen
Owl Babies – Martin Waddell
The Gruffalo – Julia Donaldson
What a Waste - Rubbish, Recycling, and Protecting
Our Planet- Jess French
Love our Earth – Jane Cabera

Children are read to **daily**, and are exposed to a wide range of quality stories, rhymes and poems throughout the day with opportunities for revisiting familiar texts.



Reading – EYFS FS2 Penistone St John's



The love of reading is promoted widely across our unit. Talking and rich vocabulary is the main focus in Early Years.

How we support our readers...

Read Write Inc phonics scheme

Children are taught daily; the groupings ensure children are taught at their appropriate level. Children are monitored closely and are assessed regularly to allow for maximum progress. Main assessments take place half termly and children are re-grouped into new groups every half term.

During our daily phonics teaching children will:

Learn a new sound following the same sequence daily.

Revisit previously taught sounds in a speedy review

Practise reading the sound in words, including multi-syllabic words.

Apply reading their new sounds in alien words and in closely matched, phonically decodable books.

Spell words using Fred Fingers- words containing the new sound and review words using previously taught sounds.

Our Favourite Five

Carefully chosen texts for FS2 children...

The Singing Mermaid - Julia Donaldson

Oi Frog! – Kes Gray

The Blue Penguin – Petr Horáček

What a Waste - Rubbish, Recycling, and Protecting Our Planet- Jess French

Five Minutes' Peace – Jill Murphy

Children are read to **daily**, and are exposed to a wide range of quality stories, rhymes and poems throughout the day with opportunities for revisiting familiar texts.

Magic of Story – Letting stories weave their own magic

By reading aloud a story to children every day, you are fusing the act of reading with comfort and love: when *you* love a book, your child will want to hear it again and again. Children are wired to thrive on repetition.

Children experience Magic of Story 3 x a week at St John's.

Session 1 – Introduction (Title, author, make a connection) Read the Story aloud - let the story weave its own magic!

Session 2 - Re-Read the Story Discuss the meanings of tier 2 words (tell, don't ask!)

Session 3 –One of the planned following;

Which is the right sentence?

Freeze Frame Feelings

Perform the Story

Nice or Nasty?

Our Reading Environment

Reading for pleasure is something that is a key focus for us at St John's. We offer inviting reading areas for the children to read in or share a book with a friend or adult, designed to shine a light on books and spark excitement around reading.

However, books don't just stop there, children have access to lots of different reading materials. You will find books in all areas of our learning landscape, where children can use these to further their understanding and follow their interests. For instance, in the maths area you will find books that will support children exploring different aspects of number through story.



Reading – Year 1 Penistone St John's



The love of reading is at the heart of our curriculum.

How we support our readers...

Read Write Inc Phonics

Children are taught for one hour daily; the groupings ensure children are assessed and grouped at their appropriate level that allows them stretch and challenge. Children are monitored closely and are assessed regularly to allow for maximum progress. Main assessments take place half termly and children are re-grouped into new groups every half term.

During our daily phonics session children will:

Learn to read a new sound (special friend- two letters that make one sound)

Revisit previously taught sounds in a speedy review

Learn to accurately read the new sound in decodable words

Review words with previously taught sounds

Read alien words containing new and previous taught sounds

Learn to spell words using Fred Fingers- words containing the new sound and review words using previously taught sounds

Children will then practice reading their group reading book, completing activities that set children up for success when reading their book. During our weekly reading cycles children will read their book 3 times before taking it home. This allows children to build accuracy and fluency as they progress through the program.

Magic of Story – Letting stories weave their own magic

By reading aloud a story to children every day, you are fusing the act of reading with comfort and love: when *you* love a book, your child will want to hear it again and again. Children are wired to thrive on repetition.

Monday- Introduction (Title, author, make a connection) Read the Story aloud **No asides, let the story weave its own magic!**

Tuesday- Re-read the story. Have planned asides to show reactions and explain the meanings of words (tell, don't ask!)

Wednesday- Re-read the story. MTYT for favourite phrases in the story (**Freeze Frame Feelings**)

Thursday- Join in the story. Re-read the story. Pause slightly before the favourite phrases to prompt participation.

Friday- Perform the story- Re-read the story with the children's help.

Our Favourite Five

The Enchanted Wood- Enid Blyton

Dogger- Shirley Hughes

Tree- Britta Teckentrup

The Tiger who came to Tea- Judith Kerr

Looking after our planet- Katie Daynes

Children are read to **daily**, and are exposed to a wide range of quality stories, rhymes with opportunities for revisiting familiar texts.

Our Reading Environment

Reading for pleasure is something that is a key focus for us at St John's. We offer inviting reading areas for the children to read in or share a book with a friend or adult, designed to shine a light on books and spark excitement around reading. These are in each classroom and there is an Infant Library

Children have opportunities to explore new and exciting author through virtual author visits. Children have the opportunity to explore a range of old and gold but also new and bold texts through these visits.



Reading – Year 2 Penistone St John's



The love of reading is at the heart of our curriculum.

How we support our readers...

Read Write Inc Phonics

Children are taught for 45 minutes, 4 days a week; the groupings ensure children are assessed and grouped at their appropriate level that allows them stretch and challenge. Children are monitored closely and are assessed regularly to allow for maximum progress. Main assessments take place half termly and children are re-grouped into new groups every half term.

During our daily phonics session children will:

Learn to read a new sound (special friend- two letters that make one sound)

Revisit previously taught sounds in a speedy review

Learn to accurately read the new sound in decodable words

Review words with previously taught sounds

Read alien words containing new and previous taught sounds

Learn to spell words using Fred Fingers- words containing the new sound and review words using previously taught sounds

Children will then practice reading their group reading book, completing activities that set children up for success when reading their book. During our weekly reading cycles children will read their book 3 times before taking it home. This allows children to build accuracy and fluency as they progress through the program.

Children who have completed phonics then begin to access a range of texts and explore oral and written comprehension through the use of the reading dogs. They continue to build fluency and expression in order to progress in their reading.

Magic of Story – Letting stories weave their own magic

By reading aloud a story to children every day, you are fusing the act of reading with comfort and love: when *you* love a book, your child will want to hear it again and again. Children are wired to thrive on repetition.

Monday- Introduction (Title, author, make a connection) Read the Story aloud **No asides, let the story weave its own magic!**

Tuesday- Re-read the story. Have planned asides to show reactions and explain the meanings of words (tell, don't ask!)

Wednesday- Re-read the story. MTTT for favourite phrases in the story (**Freeze Frame Feelings**)

Thursday- Join in the story. Re-read the story. Pause slightly before the favourite phrases to prompt participation.

Friday- Perform the story- Re-read the story with the children's help.

Our Favourite Five

Children are read to **daily**, and are exposed to a wide range of quality stories, rhymes with opportunities for revisiting familiar texts.

Leaf-Sandra Dieckmann

Interstellar Cinderella- Deborah Underwood
Dougal's Deep -Sea diary-Simon Bartram

The Great Paper Caper- Oliver Jeffers

KrindleKrax- Philip Ridley

Our Reading Environment

Reading for pleasure is something that is a key focus for us at St John's. We offer inviting reading areas for the children to read in or share a book with a friend or adult, designed to shine a light on books and spark excitement around reading. These are in each classroom and there is an Infant Library to borrow from. Children have opportunities to explore new and exciting author through virtual author visits.

Reading Comprehension

From Spring term, in addition to the Reading Cycle we also have a whole class reading comprehension session for all pupils which focusses on oral comprehension



Reading Cycle – Year 2 Penistone St John's



Session 1- Word Reading

We will begin with the focus text and pre-teach of new vocabulary. Teachers will explicitly give definitions of new vocabulary (word aware strategies).

Teachers will then read the text and complete 'jump in' and pupils will follow and jump in on individual words at pace.

Pupils will then complete oral comprehension questions – fastest finger first.

Session 2 – Vocabulary and Language comprehension

Pupils will read the text with a partner.

We will begin with the focus text and pre-teach of new vocabulary. Teachers will explicitly give definitions of new vocabulary (word aware strategies). Teacher will then read the text at pace. The next part of the session will focus on active reading/fluency practice. Teachers will model a short extract of the text, adding emphasis and pause whilst reading. Pupils will then be given time to practice through a variety of paired strategies.

Session 3 – Language and Retrieval Comprehension

Pupils will read the text with a partner.

Pupils will then complete comprehension oral and written - quick retrieval, focusing on Rex Retriever style questions. This will be modelled first before children completing 2-4 questions independently.

Session 4 – Language and Retrieval Comprehension

Teachers will focus further on other reading comprehension strategies (reading dogs). This will follow the I do, we do, you do approach. Teachers will select reading dogs to unpick and discuss in more detail (this may be linked to gaps in learning/addressing misconceptions). During 'I do' teachers will model verbally constructing answers as well as referring to the text. During 'we do' pupils will verbally consider the answer in pairs, giving them a modelled sentence opener for how to answer the question. During 'you do' children will independently construct their answers. Children will then have the opportunity to self-mark through class discussion.

Fluency

60 second reads are used to continue to build fluency and accuracy in partner activities.



Reading – Years 3-6 Penistone St John's

Phonics inc Fresh start

Pupils at KS2 continue with the RWI programme until they reach fluency. In Y5 and 6 pupils use Fresh Start

Reading Comprehension

As well as the reading sessions (as shown in the cycle) there is an extra Reading Comprehension lesson which provides the opportunity to develop reading stamina and exposure to high-quality texts within the current genre of writing.

Our Reading Environment

Reading for pleasure is something that is a key focus for us at St John's. We offer inviting and purposeful reading areas in every classroom for the children to read in, share a book with a friend or adult or engage with Storytime – these are designed to shine a light on books and spark excitement around reading. There is a substantial KS2 Library which includes seating areas and a Book Vending Machine.

We have Reading areas in Reception and in shared areas within year group zones. Displays in crates are updated regularly to showcase new or relevant reading materials for children. Each year group has a Reading volunteer, they come into school once a week for an afternoon session and listen to children read on a 1:1 basis.

Children have opportunities to explore new and exciting author through virtual author visits. Children have the opportunity to delve a little deeper into new and bold texts through these visits.

Storytime and Favourite 5 texts

Every day, children listen to a chapter of their class text usually read by the class teacher. This is taken from a selection of five texts – our 'Favourite 5'. These texts are chosen because they provide age-appropriate challenge and inspire the children to engage with reading and provide significant ideas for writing.

Events - World Book Day and Poetry in PJs

We hold annual events to enable a whole school focus and raise the profile of reading within our setting. World Book Day takes place in March and both children and staff are encouraged to dress up and take an active part.

This year, our theme is Traditional Tales, Tasks completed on the day will be based on this and staff will dress up as a well-known character from their traditional tale. Children are being asked to come dressed as a word – any word of their choice, to allow freedom of expression and creativity in their outfits! Our Poetry in PJs event allows an opportunity for children to visit other classroom and listen to others teachers across school sharing a poem.

Assessment

Children have individual, independent reading opportunities every day. Staff will listen to children read as often as possible. Those children that are continuing to develop their fluency will be assessed half termly on their reading speed until they are secure at achieving a speed of 90 words per minute with an age-appropriate text.

Children have opportunities to read aloud in daily reading lessons through 'Jumping in' and the use of shared reading strategies. Reading comprehension questions are set and answered throughout the week, the children self-mark and teacher judgement is used to assess their understanding.

At the end of every term, children will undertake a Progress in Reading Assessment (PIRA). This is a more formal assessment that gives children the opportunity to read a length and answer a wide range of comprehension questions - both in terms of skills and format. At the end of key stage 2, the children undertake SATS.



Reading Cycle – Years 3-6 Penistone St John's



Session 1- Word Reading

We will begin with the focus text and pre-teach of new vocabulary. Teachers will explicitly give definitions of new vocabulary (word aware strategies).

Teachers will then read the text and complete 'jump in' and pupils will follow and jump in on individual words at pace.

Pupils will then complete comprehension- quick retrieval, focusing on Rex Retriever style questions. This will be modelled first before children completing 2-4 questions independently.



Session 2 – Vocabulary

We will begin with the focus text and pre-teach of new vocabulary. Teachers will explicitly give definitions of new vocabulary (word aware strategies). Teacher will then read the text at pace. The next part of the session will focus on active reading/fluency practice. Teachers will model a short extract of the text, adding emphasis and pause whilst reading. Pupils will then be given time to practice through a variety of paired strategies.



Session 3 – Language Comprehension

Pupils will read the text with a partner.

Pupils will then complete comprehension- quick retrieval, focusing on Rex Retriever style questions. This will be modelled first before children completing 2-4 questions independently.



Session 4 – Victor Vocabulary

Further word reading activities with a focus primarily on language comprehension. Pupils will begin by independently reading the text.

Teacher to explore a range of Victor Vocabulary strategies, such as; word class, contextual clues, root words, prior knowledge, synonyms and antonyms and word families.

For the first part of the comprehension section of the session teachers will focus on vocabulary language comprehension (Vocabulary Victor)



Session 5 and 6

Session 5 – teacher to read the whole text, children to track with their finger and 'jump in' – this should be pacy.

Pupils will the complete a paired talk/write activity with a focus on language comprehension skills. Teachers will provide modelled sentence openers to support in answering. Children will find evidence in the text to support their answers.

Teachers will focus further on other reading comprehension strategies (reading dogs). This will follow the I do, we do, you do approach. Teachers will select reading dogs to unpick and discuss in more detail (this may be linked to gaps in learning/addressing misconceptions). During 'I do' teachers will model verbally constructing answers as well as referring to the text. During 'we do' pupils will verbally consider the answer in pairs, giving them a modelled sentence opener for how to answer the question. During 'you do' children will independently construct their answers. Children will then have the opportunity to self-mark through class discussion.



Session 7 – Independent

Focus is on the independent completion of questions based on further reading comprehension skills. Pupils will complete a selection of comprehension questions covering a range of reading dogs linked to the modelled text. The teacher will bring the class together and share modelled answers. Unpick and discuss allowing pupils to edit theirs in light of the modelled answers and discussions.



Session 8- Self- marking

The teacher will bring the class together and share modelled answers. Unpick and discuss allowing pupils to edit theirs in light of the modelled answers and discussions.