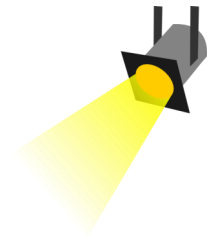


Spotlight on Reading



at Walnut Tree Walk

What do we want the children to achieve in Reading?

At Walnut Tree Walk we recognise the importance of developing children's speaking and listening skills across the curriculum. Children are actively encouraged to express themselves verbally through paired and group work, class discussions, presentations and performances. We know that these speaking and listening skills provide the foundations needed to succeed in all areas of the English curriculum, including reading.

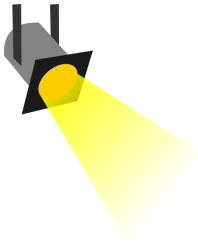
We are committed to promoting both a love of books and the essential skills of reading through a range of high quality experiences. This starts in the Early Years where children develop early phonological awareness and word recognition, as well as an enjoyment of sharing and listening to a wide range of stories. In Key Stage One, reading sessions are supported by a large number of additional staff so that every child reads to an adult every day, where possible. This builds on the foundations from the Early Years and supports children to develop reading fluency. As they enter Key Stage Two, the focus moves to higher level reading skills through whole class reading lessons.

Our English curriculum revolves around key texts so that the valuable experience of learning through real books and high quality literature is deeply embedded in the way children learn to read and write. Throughout the school, teachers plan a wide range of activities linked to these books to ensure that the decoding and comprehension skills needed for reading, and the technical skills needed for writing are given a purpose. Spelling, punctuation, grammar and phonics are taught explicitly as well as through texts.

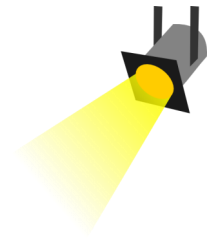
Children are encouraged to write creatively, often inspired by the texts they are reading in class. In the Early Years and Key Stage One, the children will work from a large number of texts. In Key Stage Two, the children will spend longer on each rich and challenging text, studying the books, characters and stories in more detail.

Our Intent:

1. For all children to become confident, independent readers.
2. For children to be part of an active reading community.
3. For children to become enthusiastic readers whom read books, from a range of genres, chosen by themselves.
4. To foster the confidence in children to explore challenging texts.
5. To cultivate competent comprehension skills which enable the children to understand and analyse texts at a deeper level.
6. For all teachers to read high quality texts aloud to children, to support pupils' understanding and acquisition of vocabulary.



Spotlight on Reading



p2

What do Reading lessons at Walnut Tree Walk look like?

Early Years:

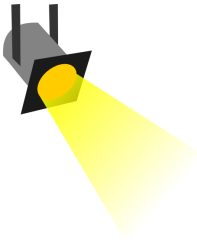
Exciting stories are central to all our learning in the Early Years. Every week the children are exposed to a key text and through this they explore the 7 areas of learning. Children learn that stories are fun, engaging and stimulating from an early age. The fundamentals of reading comprehension are taught through role play, hot-seating and circle time discussion. Our children experience a rich and varied continuous provision which enables them to access books and sounds in engaging and multi-sensory ways.

In the Nursery, children develop early listening skills through games and activities which support the development of phonological awareness. In the summer term before they enter Reception, children take part in some simple phonics sessions which involve identifying and saying initial sounds in Unit 1 of the Sounds-Write phonics programme.

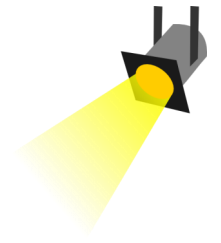
In Reception, children have a daily Sounds-Write phonics lesson. The programme teaches phonemes systematically. All staff are aware of the order that sounds are taught which means they can check phoneme-awareness in a variety of contexts (e.g. looking for the 's' in the 'sandpit' sign) and in continuous provision (e.g. going to find hidden sounds in the garden). The Sounds-Write programme teaches blending, segmenting and manipulating phonemes from Unit 1 so children practice these skills from the beginning of the year. Children are taught to recognise some of the most frequently read tricky words as well as polysyllabic words.

Children read 1:1 with the teacher each week in Reception to develop reading independence. In this session, the teacher will read through the story (until the child is able to) and assess the child's comprehension of the main events. Once they have spoken through the story, the teacher will check that the child is accurately reading the phonemes that have been taught so far and support the development of blending and segmenting skills. Children take home a new book each week. This book is appropriate to their current level of phonological awareness.





Spotlight on Reading



p3

What do Reading lessons at Walnut Tree Walk look like?

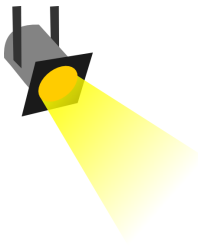
Key Stage 1 (Years 1 and 2)

In Key Stage, children receive daily reading lessons (Monday to Thursday) where our aim is that every child will read with an adult to develop their reading fluency. Additional adults from across the school go into KS1 reading lessons to facilitate this, meaning that all KS1 classes have 4 or 5 adults for these sessions. Our lessons follow the style of the Daily Supported Reading programme where adults introduce and read a book aloud to allow new vocabulary to be explored and discussed before beginning to read a text. Children then independently read the book aloud, developing their decoding and fluency. As children become confident readers, the groups will build upon their discussion and comprehension skills using the text to support them.

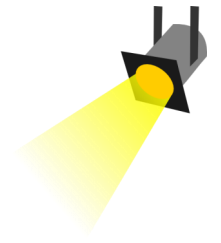
In KS1, children also follow the Sounds-Write phonics programme which is taught as a separate session daily. In these sessions, they systematically develop their phonological awareness and apply this knowledge to reading and writing. Lessons build upon skills that children have learnt in the EYFS. They will continue to blend, segment and manipulate phonemes, with the complexity of the words and syllables continuously increasing. Throughout KS1, children will explore all sound/ spelling correspondences so that they are able to write anything using (plausible) phonics. Children will gradually build up their knowledge of how words are spelled in English, focusing initially on common tricky words, such as the, all, said.

Children who need additional support to develop their phonics knowledge in the EYFS and across KS1 are identified and targeted for intervention.





Spotlight on Reading



p4

What do Reading lessons at Walnut Tree Walk look like?

Key Stage 2 (Years 3-6):

In Key Stage 2, for the majority of children the focus in reading sessions moves towards developing higher level reading skills, such as inference, through whole class reading lessons. The learning focus for each day will vary slightly depending on whether the unit being focused on is fiction, non-fiction or poetry, but typically it might look like the following:

Day	Focus		
	Fiction	Non-Fiction	Poetry
Monday	Building Blocks	Building Blocks	Building Blocks
Tuesday	Retrieval	Retrieval	Recital/ Performance
Wednesday	Inference	Evidence from Text	Retrieval and Inference
Thursday	Inference/ Points of View	Summarising	Impressions/ Effects on Reader/ Summarising

Much of the learning in the reading sessions will be through the following main class texts, but we also will use extracts from other high quality texts.

Year 3



Year 4

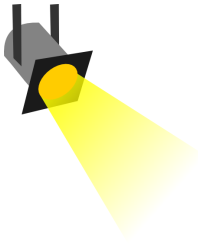


Year 5

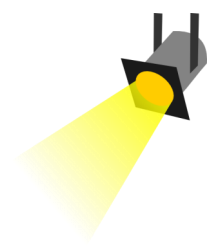


Year 6





Spotlight on Reading



p5

How do we ensure that children are challenged?

Our English curriculum centres around key texts. Our key texts have been chosen to include high quality and challenging texts that the children can engage with and that create rich writing opportunities. They have also been chosen to link to curriculum topics where possible and to reflect the diversity of our school.

Our books have all been colour coded to ensure that children are selecting books that are matched closely to their reading ability and stage of phonic acquisition. When purchasing new books, we are mindful that the books reflect our diverse school community. This includes books by diverse authors as well as diversity of characters, settings and different family types in texts.

Lessons in other curriculum subjects in KS1 and KS2 including Science, Geography and History will usually begin with shared reading of a rich, high-quality text (either fiction or non-fiction) which is likely to be a text above what they would be able to read and understand independently. This forms part of our reading policy and our focus on developing children's vocabulary.

Developing a love of reading

In addition to our daily more structured reading lessons, we also provide opportunities throughout the week for children to read for pleasure. We have invested a lot in expanding our reading material so that every classroom has a library of books for the children to select from in a reading corner that should be a focal point for the classroom.

We have recently installed an outdoor library within our school garden so that children have access to books and an appealing quiet place to read at break and lunchtimes.

We also have a peer reading programme whereby every Year 1 child shares a book with a KS2 child once a week.

