‘Reading on a page’

‘Reading is at the heart of everything we do’

Planning

- Children will be exposed to all requirements of the National Curriculum through the National Curriculum Programmes of Study.
- From Y1 to Y6, children will develop the skills to summarise, visualise, clarify, predict, infer, question and recite by heart.
- In Reception and KS1, children will develop their phonic knowledge through the Little Wandle scheme.

Reading Comprehension Resources

- Staff use the North Yorkshire Daily Reading Project powerpoints, which encourage the children to use evidence to support their answers.
- In Y6, past SATs papers are also used.
- In Years 5 & 6, from January, pupils have focused reading comprehension sessions based on previous SATs texts with a specific focus on three-mark questions.

Assessment and feedback

- Pupils are provided with verbal feedback in guided reading sessions; this may be individually or in groups.
- Effective assessment for learning in guided reading sessions allows teachers to provide in-the-moment feedback and assess progress.
- Pupils have termly assessments using NTS Reading papers.
- Year 6, pupils are assessed termly using past SATs reading comprehension papers.
- Insight tracking is used to assess children against our reading objectives.

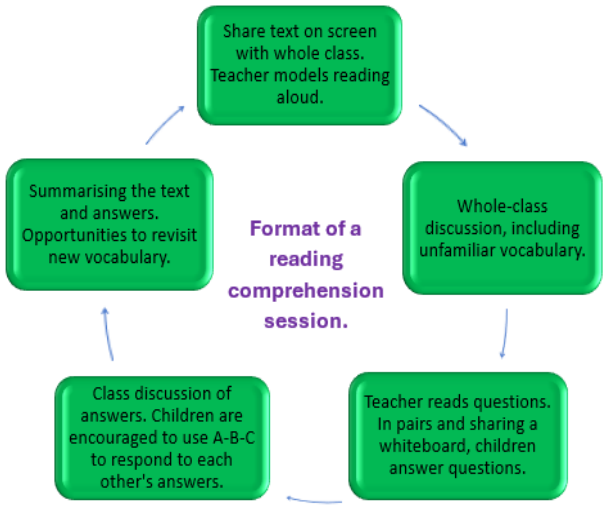
Reading for Pleasure

- All children are encouraged to read for pleasure, with daily opportunities to read.
- Pupils have access to their books at all times and are encouraged to read in any ‘down time’ as well as during whole class reading time.
- **Reading Rivers**

  Each year group has a dedicated Reading River:

EYFS	SWALE
Year 1	URE
Year 2	AIRE
Year 3	OUSE
Year 4	FOSS
Year 5	DERWENT
Year 6	ESK

- Each river has a carefully curated choice of titles which include fiction, non-fiction and poetry. All books are real books.
- Reading Rivers are changed termly to maintain interest.
- Children are encouraged to take Reading River books home to share. In Reception and KS1, Reading River books are taken home alongside Little Wandle books.
- The school library is open to all children during selected lunch times.
- Classroom libraries have a range of fiction, non-fiction, comics, magazines and newspapers.
- In Y5&6, there is a weekly subscription to First News.
- The school celebrates World Book Day each year.



- Less fluent readers are identified in September and adults listen to these children read three times a week. These names may change during the year.
- Staff use opportunities daily to model fluency and prosody when reading aloud to the class.
- Rapid Catch-up and SEN, Little Wandle.
- Lexia (targeted children).
- Reading Plus is used in Y5&6 to improve fluency and comprehension.
- Dolphin Easy Reader and Seeing AI apps on iPads.
- Volunteers listen to readers weekly.

Adaptations

(Disadvantaged, SEN, Looked-after, known to social care and other barriers)

- Effective assessment for learning enables staff to make adaptations within lessons to enable all children to access the curriculum.
- Digital resources are available to support children's reading e.g. SeeingAI.
- During assessments, adults may scribe answers to allow children to demonstrate knowledge and understanding.
- Staff carefully plan adaptations to stretch and challenge all children, including using technology to overcome barriers.
- Dyslexia-friendly and high interest/low threshold books are available.

Vocabulary

- Pupils are exposed to a range of high-quality texts with ambitious vocabulary (through Literacy Tree texts, reading comprehension texts and Reading River books).
- In reading comprehension sessions, unfamiliar vocabulary is identified and discussed in context.
- Daily grammar starters include new vocabulary regularly linked to foundation subjects.
- Ambitious vocabulary is displayed on classroom English boards.
- Subject-specific vocabulary is displayed in classroom displays.
- Adults model high levels and a wide range of vocabulary.

‘For All’