



Reading Policy

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Introduction

At Mayespark Primary School, we are proud to offer a rich reading environment where imagination and creativity can be fuelled. Through using a range of reading strategies, we are able to bring a sense of wonder and enjoyment to our pupils which enables them to explore real-life issues, develop conversations and create a passion for learning.

This policy outlines the aims, organisation and management for the teaching and learning of Reading at Mayespark Primary School. Reading is an essential life skill which provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

We whole-heartedly believe that reading is of vital importance to all children. It is our duty to teach the children how to read, to understand what they have read and to link it to their own lives and experiences. We do this by: -

- teaching the essential skills of reading
- promoting a culture of reading for learning.
- developing a life-long passion for reading.
- facilitating independent learning and progress across the curriculum.

We have a whole school approach to the teaching of reading. A wide variety of reading strategies are taught throughout all the classes which reflect the statutory requirements set out in the National Curriculum in England (2014) and in the Literacy and Communication and Language sections of the Statutory Framework for the Early Years Foundation Stage (2021). The following is an outline of progression for the teaching of reading.

Year Group	Provision
Nursery	Begin learning RWI sounds twice a week in Spring Term.
Reception, Year 1, Year 2 and any key stage 2 children on the programme.	Daily RWI lessons
Arch	Daily jolly phonics programme
Year 2	Daily adapted Destination Reader lessons once completed RWI programme.
Year 3, Year 4, Year 5, Year 6	Daily Destination Reader lessons or Reading Plus if needed.

Early Reading

As soon as the children come into Nursery they begin their reading journey by being given the opportunity to familiarise themselves with books. Children learn how to hold a book the right way, how to turn pages, how to explore pictures and listen to a range of stories, rhymes, poems and songs. They will have opportunities to role play stories, develop vocabulary and build sentences orally through planned talk experiences.

Initial letters and sounds are introduced in the Spring term for those children who are ready. Teachers use 'fred talk' (saying sounds using pure sounds) with the children, with the expectation that children will begin to orally blend and segment the words.

Reception to Year 2

At Mayespark Primary School, we use the synthetic phonics programme 'Read Write Inc'. Read Write Inc is a method of learning centred around letter sounds and phonics. Using Read Write Inc the children learn to read effortlessly so that they can put all their energy into comprehending what they read.

When using Read Write Inc to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read using Fred Talk.
- Read lively stories featuring words they have learnt to sound out.
- Show that they comprehend stories by answering questions.

Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's poor articulation, or problems with blending or alphabetical code knowledge.

Children are grouped homogeneously, according to their progress in reading rather than writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed. Our aim is for children to work through and complete the phonics programme as early 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.

RWI provision

	Frequency	Home reading books
Nursery	Spring Term – x2 sounds per week	X2 weekly library books
Reception	Daily 30 mins lessons	X2 weekly library books X1 words sparks books until on RWI books Depending on their phonic knowledge – either a sound blending book, ditty, RWI book and /or book bag book x1 weekly.
Year 1	Daily x2 30 min sessions	X2 weekly library books Depending on their phonic knowledge – either a sound blending book, ditty, RWI book and /or book bag book x1 weekly.
Year 2	Daily x 2 30 mins sessions	X2 weekly library books Depending on their phonic knowledge – either a sound blending book, ditty, RWI book and/or book bag book x1 weekly. Once RWI is completed, either x1 gold. White or a lime banded book.
Key Stage 2	Daily 40 mins sessions	Depending on their phonic knowledge – either a sound blending book, ditty, RWI book, book bag book x1 weekly.

Appendix 1

Year 2 to Year 6

In order to support children to develop their reading skills through a smooth transition from Read Write Inc we follow Destination Reader across KS2. Children who have completed RWI in Year 2 will begin to be taught elements of Destination Reader.

Destination Reader:

- Provides a systematic approach to the teaching of reading across KS2.
- Enables children to develop key strategies which deepen their understanding of texts.
- Develops children's motivation to read broadly for pleasure and purpose.
- Increases children's ability to lead their learning through the acquisition of key learning behaviours.
- Places children at the centre of a formative approach to assessment in reading.

The program covers seven key skills identified within the National Curriculum to support the reading and understanding of a wider range of texts. These are:

- Predicting
- Making connections
- Asking questions
- Evaluating
- Inferring
- Summarising
- Clarifying

Whilst children read their book with their partner they are encouraged to stop and have discussions using sentence stems that are specifically taught.

Reading Plus

Children who have completed the Read Write Inc programme in Key Stage 2 and need to practise their fluency and comprehension skills before fully starting Destination Reader will follow the reading plus programme during the independent reading session of Destination Reader.

Reading Plus is an adaptive reading intervention program designed to improve reading comprehension and speed up literacy acquisition. This program assesses a child's reading proficiency and places them on a personalised program. Children select books from an online library and the program will black out the text to keep the child reading consistently at their pace. There are comprehension questions at the end. Reading is monitored ensuring they are on a personalised path to success.

Jolly Phonics

Jolly Phonics is a multi-sensory and child centred approach to teaching reading through synthetic phonics with actions for each 42 letter sounds. This is an approach that is taught to SEND children and children who are unable to access Read Write Inc.

Individual Reading

Children from Reception to Year 6 read individually with their class teacher and school adults. Children have access to RWI books or a banded book which they change regularly depending on their year group. Every child will read with the teacher on a one to one basis at least once in every three weeks. These sessions include assessing decoding skills as well as checking understanding by asking comprehension questions. Buddy readers in Year 3 to Year 6 support EYFS and key Stage 1 children with individual reading.

The book bands progress as follows:

RWI and book band
Ditties 1-42 (sound blending books)
RWI Red books
RWI green
RWI purple
RWI pink
RWI orange
RWI yellow
RWI blue
RWI grey
KS2 - reading plus Gold band books
Gold
White
Lime
Brown
Grey
Dark Blue
Dark Red

Read Aloud

Throughout school, story time is implemented into the daily timetable to promote the love of reading. This is where teachers and support staff read regularly to the children modelling the use of intonation and expression to bring characters to life and expose the children to a wide range of literature such as stories, poetry and information texts. This helps to foster a love of reading, extend children’s vocabulary and comprehension, and supports their writing.

Reading for pleasure

Teachers promote reading for pleasure in their classrooms by having an attractive and inviting reading area with age-appropriate texts that pupils can access at all times. (Appendix 2 for guidance). In EYFS children have access to the book corner during independent learning. In Key Stage 1 and 2 children select books to go home each week from the book corner and have the opportunity to read independently at times during the day. In addition, reading areas have been created in the corridors. Children are encouraged to see books as enjoyable and as a source of knowledge and made to believe there is no place where books are not allowed. Additional ‘Read with Me’ sessions in classrooms with parents allow children to enjoy reading further.

Developing reading at home

At Mayespark Primary School we value the importance of parental partnership in order to provide the best education for their child. We have clear expectations regarding home reading which are communicated to parents and embedded early on in EYFS. (Appendix 3 and 4). Parents are encouraged to provide written feedback on their child’s reading via a home reading record book each day. Parents are encouraged to read with their child even when they are ‘independent readers’ so that they can support their child to read with fluency and intonation, recognise punctuation, help decode any difficult words, discuss texts and ensure understanding of new vocabulary. Guidance on supporting their child can be found within the home reading record.

Library

We do not have a school library as we want to encourage children to visit their local public library. Each class visits the Goodmayes Public Library once every four weeks. Children are taught key skills to help them select a book according to genre, theme or authors. They are taught how to respect the learning environment of a library and encouraged to use the community library outside of school hours. Homework tasks are planned in order for children to use library for research during evenings and the holidays.

Additional reading resources are ordered termly from the Redbridge Central Library; teachers place orders based on topics being taught and requests made by children via the reading ambassadors.

Planning

Reading is a fundamental part of English and lessons are planned around and based on a quality text. Texts are mapped out across the school to link with topics where appropriate and to ensure coverage of a range of genres, themes, fiction, non-fiction, poetry, authors, classical texts, school values and British values.

Medium term planning

Each year group has a good quality text at the heart of their medium-term planning (Appendix 5). Children are encouraged to respond to the text in a philosophical manner. The teacher models the reading process to the whole class as an expert reader.

Learning intentions are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response from children and high levels of collaboration. During lessons in other curriculum areas, such as science and history, opportunities are provided for additional reading so that skills learnt in English lessons are applied in different contexts. Teachers plan these opportunities using differentiated reading material where appropriate.

Destination Reader

Teachers complete a termly overview when planning for Destination Reader which shows the strategies being taught that term and the lesson objectives to ensure progression (Appendix 6). A weekly plan is completed to include the teacher model and talk partner questions

Targets

Children have individual targets for Reading which are changed at least half termly. Children in EYFS have targets based on the EYFS framework. In Key stage 1 teachers set a target based on the requirements of the National Curriculum for the child. In Key stage 2 the children are more involved in setting their own target. In discussions with the teacher children decide which key reading strategy they need to practise more based on their Destination Reader lessons. All targets are shared with parents via the child's home reading record.

Homework

We recognise the importance of making links between home and school and encourage parental involvement with the learning of reading. Homework provides opportunities for children:

- to practise their word reading
- develop their comprehension skills
- responding to comprehension style questions.

In addition to reading daily children from Year 1 to Year 6 will receive differentiated comprehensions as part of their homework. Children in Key Stage 2 have access to Reading Plus at home where they are encouraged to read a variety of online texts and answer the questions. Year 2 have access to Reading Plus in the summer term.

Assessment

Teachers listen to children once every three weeks to make formative assessments throughout the academic year. Progress is partially monitored through half termly tracking of reading bands and recorded on the book band tracker (Appendix 7). This is regularly monitored by the class teacher, English lead and SLT to ensure progress is being made.

Reading Assessment in EYFS

- On-going assessment of reading behaviours during the session or day.
- Teachers in EYFS listen to a child read once every three weeks. The teacher keeps a running record every time a child reads. Comments are made about a child's reading predominately based on their target they have been set.
- On-going assessment against the Early Learning Goals.
- RWI Phonic assessments approximately every eight weeks.
- End of EYFS profile.

Key Stage One

- Ongoing assessments during lessons and individual reading sessions.
- Phonic assessments approximately every eight weeks where needed.
- Year 2 PIRA tests Autumn Term, SATs paper Spring term.
- Formative assessment. Teachers listen to children read individually and make informed judgements based on their responses. Targets are set, monitored and updated according to individual needs of children.
- Year 1 phonics screening test.
- End of KS1 SATS assessments in Year 2.

Key Stage Two

- Ongoing assessments during lessons and individual reading sessions.
- Further assessments are made using written responses during Destination Reader lessons. Evidence is recorded in Destination Reader books.
- Teachers listen to children read individually once every three weeks and make informed judgements based on their responses.
- Targets are set, monitored and updated according to individual needs of children.
- PIRA reading assessments are carried out at the end of each term in Year 3 to Year 5, which are used to inform teacher assessments and inform planning.
- Practise SATs papers are used in Year 6.
- End of KS2 SATS assessments in Year 6

Moderation

Teachers are involved in moderation of Reading in the following ways:

- With colleagues in school during year group meetings
- With colleagues in school during professional development meetings.
- External moderation by local authority moderators for Year 2 and Year 6 as part of a four year cycle.

Monitoring

Monitoring is ongoing and is undertaken in various ways

- Leaders observe lessons usually with a focus that is a whole school priority or is an individual teacher's area for development.
- Learning walks undertaken by leaders.
- Regular scrutiny of Destination Reader, RWI lessons and English planning and outcomes in books.
- Monitoring of pupil performance during pupil progress meetings.
- Monitoring of the reading environment.
- Timely feedback and appropriate support are provided to maintain the quality of teaching and learning all across the school.
- Analysis of various data including pupil surveys.
- Ongoing adherence to policy and procedures of the school.

Appendices

Appendix 1

RWI handwriting sheet
When your child starts to learn their sounds they will bring home a sheet after learning that sound. This is to help them practise saying and writing the sound.

Speed sounds book
The children will bring home this book to support their sound learning.

Picture books
The children will bring home 2 picture books to enjoy with an adult at home.

Word sparks books
The children will bring home one of these books which they will read with an adult at home.

Ditty sheet
When your child is able to blend the sounds together they will take home a ditty sheet.

Picture books
The children will bring home 2 picture books to enjoy with an adult at home.

Sound blending books
The children will bring home one of these books so they can practise their sound blending at home.

When your child can read words then they move onto RWI books
RWI book and the Book bag books need to be kept in the book bag as this is what will be practised at school.

RWI book
This will have been practised and taught in school. Children will take this home when they have finished reading it at school for further practise.

Speed sounds book
The children will bring home this book to support their sound learning.

Book bag books
This book will be at the same phonic stage as the RWI book. They will NOT have read this before.

Picture books
The children will bring home 2 picture books to enjoy with an adult at home.

Spellings
Each week spellings will be given out. These will focus on the sounds to be taught that week and red words from the book taught that week.

When your child can read words then they move onto RWI books
RWI book and the Book bag books need to be kept in the book bag as this is what will be practised at school.

RWI book
This will have been practised and taught in school. Children will take this home when they have finished reading it at school for further practise.

Book bag books
This book will be at the same phonic stage as their RWI book. They will NOT have read this before.

Picture books
The children will bring home 2 picture books to enjoy with an adult at home.

Spellings
Each week spellings will be given out. These will focus on the sounds to be taught that week and red words from the book.

When your child can read words then they move onto RWI books
RWI book and the Book bag books need to be kept in the book bag as this is what will be practised at school.

RWI book
This will have been practised and taught in school. Children will take this home when they have finished reading it at school for further practise.

Book bag books
This book will be at the same phonic stage as their RWI book. They will NOT have read this before.

Picture books
The children will bring home 2 picture books to enjoy with an adult at home.

Spellings
Each week spellings will be given out. These will focus on the sounds to be taught that week and red words from the book taught that week.

Appendix 2

Reading corner guidance.	Tick if completed	What needs doing.
Book corner is eye catching and appealing to children.		
Range of books Fiction - Themed e.g. animal stories, fairy tales, books by same author non-fiction poetry graphic novels banded books topic books dictionary/thesaurus (couple only)		
Books easily accessible for browsing.		
Banded books in labelled baskets.		
Themed e.g. author, topic display		
Books have a good quantity of books but not over crowded.		
Books in good condition.		
Book reviews, recommendations, open questions appropriate for age group available for children to complete.		
Previous year's text displayed /available.		

RWI Guidance

Large RWI poster	
Link text displayed	
Current RWI book displayed	
Large speed sound chart displayed	
Props for book displayed by the RWI book	
List of set 1, 2 and 3 sounds next to the next day sheet (shows you the order of the sounds at a glance)	
Next day sheet with new sound and section circled	
Lolly sticks to use when reading RWI books	
Blue wallets with green, red and challenge words displayed	
RWI signals poster	
Thinking, feeling, saying, happening posters– thinking out loud posters	
Fred frog stuffed toy	

Destination Reading wall guidance		Tick
Heading to board	Reading wall	
Book front cover displayed	Washing line – add books that have been taught throughout the year in both English sessions and DR sessions.	
Author information	Picture of the author and key facts.	
Other books they have written	display pictures of the front covers of other books they have written.	
Stems	Display the stem being taught that week. If doing a combination of all stems have all the stems visible near the front of class so they can be referred to easily in DR sessions and other lessons too.	
Vocabulary	Section for current vocabulary that is written up clearly and good size so it can be seen from back of class. Add a picture to vocabulary if needed.	
Clarifying tool	Displayed near reading wall or on reading wall. This should be A3 size. They were enlarged last term.	

Appendix 3

Expectations for reading

Arch

Teachers

- Children to be heard daily by a school adult and at last once a week by the class teacher.
- Home reading records to be checked daily and incentives given.
- Children to have their books changed daily and given a book of their choice from the reading corner.
- When listening to a child read the teacher is to fill in the running record in the reading folder and comments based on their target to be made.
- The home reading record is completed by the adult or teacher and a brief comment made.
- Every child should be given a reading target that should be changed once the child has achieved that target. There may be times when you need to change a target if the child is struggling.
- Targets need to be written in the home reading record.

Parents

- Parents are expected to hear their child read their RWI book and RWI book bag book daily 6 days a week for at least 15mins.
- Parents are to date and sign the reading record each day.
- If a parent doesn't sign the home reading record consistently or for at least three days a letter will be sent home and if there is still no improvement a member of SLT will contact the parent. When a letter is sent home a note of this is made in the child's home reading record and on the reading phone call tracker.
- Encourage children to re-read books for fluency, comprehension and enjoyment.

EYFS

Teachers

- Children to be heard to read **at least** once every week by a school adult and at least once every three weeks by the class teacher.
- Home reading records to be checked daily and incentives given.
- Children to have books changed at least once a week and given two books of their choice from the book corner, a sound blending book, a ditty, a RWI book and a RWI book bag book (when ready).
- When listening to a child read the teacher is to fill in the running record in the reading folder and comments should be made. Questioning should mainly be towards the target the child has been set. The home reading record is stamped to indicate that the teacher has read with the child and a brief comment maybe made.
- When the child is ready for RWI books they should have a copy of either the sound blending book, ditty, RWI book taught that week and the corresponding book bag book to take home each week
- Every child should be given a reading target that should be changed once the child has achieved that target or at least once every half term. There may be times when you need to change a target if the child is struggling. You may also need to select targets from other year groups if needed.
- Targets need to be written in the home reading record by the teacher.

Parents

- Parents are expected to hear their child read their RWI book and RWI book bag book daily 6 days a week for at least 15mins.
- Parents are to date and sign the reading record each day.

- If a parent doesn't sign the home reading record consistently or for at least three days a letter will be sent home and if there is still no improvement a member of SLT will contact the parent. When a letter is sent home a note of this is made in the child's home reading record and on the reading phone call tracker.
- Encourage children to re-read books for fluency, comprehension and enjoyment.

Year 1 and Year 2 Teachers

- Children to be heard to read **at least** once every week by a school adult and at least once every three weeks by the class teacher.
- Home reading records to be checked daily and incentives given.
- Children to have books changed at least once a week and given a banded book (if they are off RWI), two books of their choice from the book corner, RWI book and RWI book bag book.
- When listening to a child read the teacher is to fill in the running record in the reading folder and comments should be made. Questioning should mainly be towards the target the child has been set. The home reading record is stamped and a brief comment can be made.
- If the child is on a book band this should be recorded on the running record and if they are on the RWI programme the RWI book should be read.
- Every child should be given a reading target that should be changed once the child has achieved that target or at least once every half term. There may be times when you need to change a target if the child is struggling. You may also need to select targets from other year groups if needed.
- Targets need to be written in the home reading record by the teacher.

Parents

- Parents are expected to hear their child read their RWI book, RWI book bag book or banded book daily, 6 days a week for at least 15mins.
- Parents are to date and sign the home reading record each day.
- If a parent doesn't sign the home reading record consistently or for at least three days a letter will be sent home and if there is still no improvement a member of SLT will contact the parent. When a letter is sent home a note of this is made in the child's home reading record and on the reading phone call tracker.
- Encourage children to re-read books for fluency, comprehension and enjoyment.

Year 3 and Year 4 Teachers

- Children to be heard to read their banded book **at least** once every three weeks by the class teacher or RWI book if still on the programme.
- Children to change their books when they are ready but the class teacher to monitor this so that a child isn't on the same book for too long. RWI books will be sent home by the RWI teacher.
- Home reading records to be checked daily and incentives given.
- When listening to a child read the teacher's questioning should mainly be towards the target the child has been set. The home reading record is stamped and a brief comment may be made.
- Children can become 'independent readers' when they are on brown band and can write a comment in their home reading book each day. Children need to make comments based on the DR strategies and parents are expected to still sign the home record once a week.

- Every child should be given a reading target that should be changed once the child has achieved that target or at least once every half term. There may be times when you need to change a target if the child is struggling. You may also need to select targets from other year groups if needed.
- Targets need to be written in the home reading record by the child.

Parents

- Children to read at home their banded book at least six times a week for 20- 30minutes a day.
- Once the child is an 'independent reader' they can record in their reading record themselves. However, the parent is to sign the home reading record once a week.
- If a parent doesn't sign the home reading record consistently or for at least three days a letter will be sent home and if there is still no improvement a member of SLT will contact the parent. When a letter is sent home a note of this is made in the child's home reading record and on the reading phone call tracker.

Year 5 and Year 6 Teachers

- Children to be heard to read their banded book **at least** once every three weeks by the class teacher or RWI book if still on the programme.
- Children to change their books when they are ready but the class teacher to monitor this so that a child isn't on the same book for too long. Non-banded books can be read only when first checked by a teacher and after every two banded books have been read. RWI books will be sent home by the RWI teacher.
- Home reading records to be checked daily and incentives given.
- When listening to a child read the teacher 's questioning should mainly be towards the target the child has been set. The home reading record is stamped and a brief comment maybe made.
- Children can become 'independent readers 'when they are on brown band and can write a comment in their home reading book each day. Children need to make comments based on the DR strategies and parents are expected to still sign the home record once a week.
- Every child should be given a reading target that should be changed once the child has achieved that target or at least once every half term. There may be times when you need to change a target if the child is struggling. You may also need to select targets from other year groups if needed.
- Targets need to be written in the home reading record by the child.

Parents

- Children to read their banded book at home at least six times a week for 30minutes a day.
- Once the child is an 'independent reader' they can record in their home reading record themselves. However, the parent is to sign the home reading record once a week.
- If a parent doesn't sign the home reading record consistently or for at least three days a letter will be sent home and if there is still no improvement a member of SLT will contact the parent. When a letter is sent home a note of this is made in the child's home reading record and on the reading phone call tracker.

Appendix 4

Home Reading Expectations

Anch Reading at home	
Reading to your child	Read different books to your child at least six days a week for at least 15 minutes.
Hearing your child read	Share the library books with your child and talk about what is happening in the book. Listen to your child read their sound book at least six days a week. Talk about what they have read referring to the questions in your child's home reading record.
Signing your child's reading record	Sign and date your child's home reading record each day with the book they have read with you.
Changing books	School books will be changed daily and a school adult will sign your child's reading record daily. Class teachers will check home reading records daily and will hear your child read each week

EYFS Reading at home	
Reading to your child	Read different books to your child at least six days a week for at least 15 minutes.
Hearing your child read	Share the library books with your child and talk about what is happening in the book. Listen to your child read their RWI/ book bag book at least six days a week. Talk about what they have read referring to the questions in your child's home reading record.
Signing your child's reading record	Sign and date your child's home reading record each day with the RWI book they have read to you.
Changing books	School books will be changed at least weekly and a school adult will sign your child's reading record weekly. Class teachers will check home reading records daily and will hear your child read once every three weeks.

Year 1 and 2 Reading at home	
Reading to your child	Read different books to your child at least six days a week for at least 15 minutes .
Hearing your child read	Listen to your child read their RWI/ book bag book or school banded book at least six days a week. Talk about what they have read referring to the questions in your child's home reading record.
Signing your child's reading record	Sign and date your child's home reading record each day, recording the book they have read to you.
Changing books	School books will be changed at least weekly and a school adult will sign your child's reading record weekly. Class teachers will check home reading records daily and will hear your child read once every three weeks.





































Year 3 and 4 Reading at home	
Reading to your child	It is still important that parents/carers read to older children. This may involve reading together and talking about non-fiction texts. For example, a newspaper article or an information book about the topic they are interested in.
Hearing your child read	Children are to read their school banded book at least six days a week for about 20 - 30 minutes a day .
Signing your child's reading record	Sign and date your child's home reading record each day they have read making a note of the page numbers they have read. Once a child is an 'independent reader' they may prefer to complete their reading record themselves and parents can sign just once a week.
Changing books	Children can change their reading book whenever they need to. Class teachers will check home reading records daily and will hear your child read once every three weeks.

Year 5 and 6 Reading at home	
Reading to your child	It is still important that parents/carers read to older children. This may involve reading together and talking about non-fiction texts. For example, a newspaper article or an information book about the topic they are interested in.
Children reading	Children are to read their school banded book at least six days a week for about 30 minutes a day . Non-banded books can be read only when first checked by a teacher and after every two banded books have been read.
Signing your child's reading record	Sign and date your child's home reading record each day they have read making a note of the page numbers they have read. Once a child is an 'independent reader' they may prefer to complete their reading record themselves and parents can sign just once a week.
Changing books	Children can change their reading book whenever they need to. Class teachers will check home reading records daily and will hear your child read once every three weeks.

Appendix 5

Core English texts

	Autumn 1 All about me	Autumn 2 Stories and Rhymes	Spring 1 Fairy tales	Spring 2 Colours	Summer 1 Growing and Food	Summer 2 Adventures
English Texts	<ul style="list-style-type: none"> -Starting school by <i>Allan Ahlberg and Janet Ahlberg</i> -It is ok to be different by <i>Todd Parr</i> -what I like about me by <i>Allia Zobel Nolan</i> -My Hair by <i>Hannah Lee</i> -People who helps us (non-fiction texts in preparation for educational visits) 	<ul style="list-style-type: none"> -Elmer by <i>David McKee</i> -The Hungry Caterpillar by <i>Eric Carle</i> -The big book of Nursery Rhymes (poetry) - So Much by <i>Trish Cooke</i> -The Diwali story (non-fiction RE) - The story of Christmas (non-fiction RE) 	<ul style="list-style-type: none"> -The Three Little pigs - Goldilocks and the Three Bears - Little Red Riding Hood - The Ginger bread man -The Three Billy Goats Gruff 	<ul style="list-style-type: none"> -Rainbow Fish by <i>Marcus Pfister & Alison James</i> -Planting a Rainbow by <i>Lois Elbert</i> -Little blue, Little Yellow by <i>Leo Lionni</i> -The Easter story (non-fiction RE) -Celebrating Eid (non-fiction RE) 	<ul style="list-style-type: none"> -Jack and the beanstalk -The enormous Turnip by <i>Ireane Yates</i> -Never use a knife and fork by <i>Nick Sharrat</i> - Oliver's vegetables by <i>Vivian French</i> 	<ul style="list-style-type: none"> -We are going on a bear hunt by <i>Michael Rosen</i> -The snail and the whale by <i>Julia Donaldson</i> -Town is by the sea by <i>Joanne Schwartz</i> -Rosie's walk by <i>Pat Hutchins</i> - The world around us (non-fiction linked to /UOWGeography)
Read aloud	<ul style="list-style-type: none"> -Overheard in a Tower block poems by <i>Joseph Coelho</i> -Pink is for boys by <i>Robb Pearlman</i> -My name is not Refugee by <i>Kate Milner</i> -The colour of us by <i>Karen Katz</i> -Hair Love by <i>Mathew Cherry</i> 	<ul style="list-style-type: none"> -The New small person by <i>Lauren child</i> -Ruby's birds by <i>Maya Thompson</i> -Exploring non-fiction books -Through my window by <i>Tony Bradman and Eileen Browne</i> 	<ul style="list-style-type: none"> -The Foggy Forest by <i>Nick Sharrat</i> -Princess and the pea by <i>Racheal Isadora</i> -Other Traditional tales stories 	<ul style="list-style-type: none"> -Wow said the Owl by <i>Tim Hopgood</i> -I do not eat the colour green by <i>Lynne Rickman</i> -The colours of my home by <i>Mary Hoffman</i> 	<ul style="list-style-type: none"> -Bears don't eat egg sandwiches by <i>Julie Fulton</i> -The crunchin1g Munching Caterpillar by <i>Sheridan Cain</i> -Mr Wolf's Pancakes by <i>Jan Fearnly</i> 	<ul style="list-style-type: none"> -Commotion in the ocean by <i>Giles Andrae</i> -Yo Ho Ho Ho A-Pirating We 'll go (poems) by <i>Kaye Unmansky</i>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Appendix 6

Daily planning of English lessons

<u>Learning Intention</u>	<u>Individualised Learning</u> LAPs EAL SEND -	<u>Misconceptions</u>
<u>Key vocabulary</u>	<u>Grammar</u>	<u>Resources</u>
<u>Teacher Notes/Preparation</u>		

Termly planning for Destination reader

Termly overview – Example (Year 6)

Autumn 2					
Week	Date	Reading Strategy	Lesson Objectives	Text	Written comprehension
1	1/11	Intro to learning behaviours	<ul style="list-style-type: none"> To take part in discussion, building on their own ideas and challenging other views courteously. To evaluate my role in discussions. 	Videos/PPT	N/A
2	8/11	Inference, questioning	<ul style="list-style-type: none"> To use clues to make inferences about characters feelings, thoughts and motives (viewpoint/ relationships). To use clues to make inferences about mood. To ask questions to help us gain a deeper understanding of the text. 	Deadman's Cove Pg 1 - 27	Intro to question types Text: Boo! Extract Source: DR
3	15/11	Predict, clarify, summarise	<ul style="list-style-type: none"> To predict what might happen from details stated and implied. To use the context of the sentence to understand words and phrases. To summarise the main points of a text, identifying the key details. 	Deadman's Cove Pg 27 – end of chapter 4	Question types: 'Right there' Text: Dian Fossey (non-fiction) Source: HerStory
4	22/11	Inference, questioning	<ul style="list-style-type: none"> To explain the difference between fact and opinion To identify statements of fact and opinion within texts To ask questions to help us gain a deeper understanding of the text. 	Deadman's Cove Chapter 5, 6, 7	Question types: 'Vocabulary' Text: Malala Yousafzai (non-fiction) Source: HerStory

Weekly planning for Destination Reader

DR weekly plan		
W/B:	Strategy focus:	Genre:
Date	Shared text / modelling	Independent reading
	<ol style="list-style-type: none"> Introducing/revising lesson focus. Think aloud / teacher model Partner focus /independent reading time Written selfie (plenary task) 	Read up to page ____
Monday	TA ¹ : TP ¹ :	
Tuesday	TA ² : TA ¹ : TP ¹ :	
Wednesday	TA ² : TA ¹ : TP ¹ :	
Thursday	TA ² : TA ¹ : TP ¹ :	

Year group: Year 2		Class:					
<p>NB: Progression in books at KS2 is much more complex than at KS1 because factors such as vocabulary, sentence construction, concepts and text layout make progression more challenging. Therefore, this chart is designed to support teachers in making a best fit judgement of whether their children are reading age-appropriate texts and support in assessment where book level should always be taken into consideration.</p>							
Band colour	End of Previous Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ditties 1 – 42 (RWI) (Sound blending books)							
Red (RWI)							
Green (RWI)							
Purple (RWI)							
Pink (RWI)							
Orange (RWI)							
Yellow (RWI)							
Blue (RWI)							
Grey (RWI) (KS2 Reading plus)							
Gold (KS2 Reading plus)							
White							
Lime							
Brown							
Grey							
Dark Blue							