

St Ann's Heath Reading Strategy

Intent

- Read a variety of increasingly challenging texts which cover a wide range of genres and build a breadth of vocabulary.
- Instil a love of reading for pleasure and enjoyment of a wide range of fiction and non-fiction texts which help our children to connect with the world around them.
- Develop cultural capital through fluency and enjoyment of reading to help remove barriers to achievement in school, future learning and the world of work.
- Utilise reading skills across the curriculum.

Implementation

- Reading is predominately taught through whole class sessions based around a high-quality text which is linked to the creative curriculum unit of learning.
- English subject leader audits the books chosen by staff to ensure that children are exposed to a variety of genres and also that a diversity of subject and authors is represented in texts to give our children the tools to access as wide a variety of texts as possible.
- In each unit of work, we endeavour to include at least one whole class reading session per week which is taught in mixed ability classes, with work differentiated to support and challenge children of all abilities to ensure that learning is pitched at each child's level. In addition, in the upper school, children are also exposed to discrete reading sessions taught in ability groupings once weekly to hone reading skills specific to each child to enable them to reach their full potential.
- Across the school, we use the Little Wandle Rapid Catch-up programme to give urgent targeted support to children who are not reading at age-related expectations so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme used by both our main feeder schools but has a faster pace. The programme is delivered daily one-to-one or in small groups by a learning support assistant. By the end of the programme children should be reading with enough fluency and accuracy to access the curriculum in class, and to read with enjoyment and understanding.
- Children have two opportunities a week to change their books at our school library which is well-stocked with a variety of titles matching a streamlined version of the Oxford Reading Tree levels. Each year group has their own reading challenge to encourage children to read both their school library books and books they enjoy reading for pleasure as many times as they can throughout the week.
- Once per term, reading comprehension is assessed using the NFER papers in Yr 3/4/5. Once per half term, past SATs papers are used to assess reading progress in Yr 6

Reading for pleasure

- High-quality texts are read aloud in class for children to enjoy.
- World Book Day is celebrated each year –always with whole school activities and home/school resources. A Book Fair is also available during this week.
- **Class book corners.**
- A list of age-appropriate books is shared with parents through the school planner and discussed at year group meetings and on the school website to promote children reading widely for pleasure.
- **Reading prefects support in ensuring the library is maintained respectfully.**
- **Interactive displays enable children to share books that they have enjoyed.**

Impact

Our Strategy

At St Ann's Heath, we believe that all of our children can learn to read, regardless of their background, needs or abilities and we are determined to make this happen. Our aim is that every child leaves St Ann's Heath a confident, fluent reader who loves reading and has a reading age that at least matches age-related expectations.

1. Weekly reading lesson

- Reading is taught at least 1 x weekly through our creative curriculum journey
- Explicit teaching of reading skills (decode, perform, retrieve, interpret, explain and discuss, viewpoint, review)
- Reading lessons are linked to high quality texts

2. Use of high-quality texts

- Texts are linked to wider curriculum
- Variety of non-fiction and fiction texts utilised throughout units of learning
- Further high-quality texts are recommended by class teachers

3. Reading linked to wider curriculum

- Teaching sequences are linked to high-quality texts
- Reading and integration of texts incorporated where possible into all lessons
- Quality modelling and engaging with texts as a Historian, a Geographer, a Scientists etc

4. Reading at home

- Children encouraged to read daily at home
- Children/parents evidence reading in school planners
- Each year group runs a reading challenge to encourage children to read at home
- Children have opportunity to change book at the school library 2 x weekly
- Reading information evenings held for parents 1 x weekly

5. Reading catch up

- Little Wandle Rapid Catch Up Programme used across KS2 - comprises of 20-minute daily catch up sessions run by an LSA focusing on phonics, decoding, prosody and comprehension
- All children in Year 3 are screened on entrance to the school and the bottom 20% of readers across Years 4/5/6 Early identification of children who are falling below age-related related reading expectation
- Children on programme are assessed every 4 weeks and necessary adaptations to teaching are made

6. Reading for pleasure

- Children can change book at fully stocked library 2 x weekly
- Class libraries in each class that children are encouraged to use
- Time set aside daily to read class text are encouraged to talk about reading – 1 x half-termly check in where book recommendations are made
- Buddy reading set up within the school
- Year group reading challenges to encourage children to read for pleasure

7. Promote a love of reading

- Recommended text list on school website and in school planners
- Birthday Book scheme
- Celebration of World Book Day and World Poetry Day
- Author visits
- Year 6 Reading Leaders

- Half Termly assemblies linked to reading

Whole school text overview

Year 3	<u>Home Sweet Home</u> <i>Home Sweet Home by Mia Cassany</i>	<u>Ancient Egypt</u> <i>A Mummy Ate My Homework by Thiago De Moraes</i>	<u>Enchanted Woodland</u> <i>The Enchanted Wood by Enid Blyton</i>	<u>Pebble in my Pocket</u> <i>The Street Beneath My Feet by Charlotte Guillain & Yuval Zommer (non-fiction)</i>	<u>Ancient Greece</u> <i>Beasts of Olympus: Beast Keeper by Lucy Coats</i>
Year 4	<u>Blue Abyss</u> <i>Manfish: A Story of Jacques Cousteau</i>	<u>Stone Age to Iron Age</u> <i>Skara Brae (non-fiction)</i> <i>The Boy with the Bronze Axe by Kathleen Fidler</i>	<u>Into the Wardrobe</u> <i>The Lion, the Witch and the Wardrobe by C.S. Lewis</i>	<u>Romans</u> <i>Queen of Darkness by Tony Bradman</i>	<u>Europe with a focus on Italy</u> <i>A variety of non-fiction texts used</i>
Year 5	<u>Everest</u> <i>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart and Joe Todd-Stanton (non-fiction)</i>	<u>Earth and Beyond</u> <i>Cosmic by Frank Cottrell Boyce</i>	<u>Titanic</u> <i>Titanic Detective Agency by Lindsay Littleson</i>	<u>South America (inc. Mayans)</u> <i>Journey to the River Sea by Eva Ibbotson</i>	<u>Tudors</u> <i>Treason by Berlie Doherty</i>
Year 6	<u>The World Wars</u> <i>Letters from the lighthouse by Emma Carroll</i>	<u>Planet Earth</u> <i>A variety of non-fiction texts used including No One Is Too Small to Make a Difference by Greta Thunberg</i>	<u>Vicious Vikings</u> <i>Viking Boy by Tony Bradman</i>	<u>Victorians</u> <i>Street Child by Berlie Doherty</i>	<u>The Human Body</u> <i>Wonder by R J Palacio</i>