

St Ann's Heath Reading Strategy

Intent

- Foster independent and reflective readers who are confident to talk about books and authors.
- Instil a love of reading for pleasure and enjoyment of a wide range of fiction and non-fiction texts.
- Equip our children with the skills needed to tackle unfamiliar vocabulary and read for both meaning and pleasure.
- Develop 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 daily whole class sessions.

Year 3 Autumn Term:

- Children are baselined using Little Wandle Rapid Catch-up and Fluency resources upon entry.
- Little Wandle fluency programme is taught daily in groups depending on children's fluency speeds.
- The focus is on reading aloud, prosody, and repeated reading.
- Comprehension is taught using a dialogic talk model.

Years 3 (Spring/Summer), 4, 5, and 6:

- Whole class reading is taught using the Jane Considine Reading Unit Plans.
- Daily 30-minute reading sessions.
- Two Book Talk sessions focusing on Reading Rainbow lenses.
- Three follow-up sessions: The Big Picture, Making Meaning Mindmap, and Comprehension.
- **Book Talk approach:**
 - Develops "reading detective" skills.
 - Focuses on fluent reading using Reading Rainbow lenses:
 - FANTASTICs (ideas of reading)
 - STYLISTICs (understandings of reading)
 - ANALYTICs (competencies of reading)
- **The Big Picture:**
 - Children extract main ideas from texts.
 - Develops ability to pose unanswered questions.
- **Reading like a detective:**
 - Children identify key information and links between ideas.
 - Focuses on links between characters, setting, or themes.
- **Demonstration comprehension:**
 - Uses "I do, we do, you do" model to develop comprehension skills.
- In addition, children read a whole class text linked to their creative curriculum unit of learning. As part of their learning journey, they complete reading tasks linked to this text aimed at improving their understanding of the text to develop both comprehension and writing skills.
- 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.

- Ongoing assessment of reading is tracked using the Jane Considine reading assessment objectives in all year groups. In the spring and summer terms, reading comprehension is assessed using NFER papers in Yr 3/4/5. Past SATs papers are used to assess reading progress in Yr 6.

Little Wandle

- 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.
- The Little Wandle Fluency programme is used to further develop children's reading fluency after they have graduated from the Little Wandle Rapid Catch-up programme. The fluency programme consists of 10 levelled reading stages that focus on building reading speed and accuracy, with the goal of children achieving a reading rate of at least 125 words per minute. By working through the programme, children solidify their decoding skills and build the automaticity needed to read with sufficient pace and expression, allowing them to fully comprehend the texts they encounter.

Implementing a Love of Reading

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

- High-quality texts are read aloud in class for children to enjoy every day.
- Well stocked and maintained library that children can visit multiple times a week.
- Reading Leaders to promote reading across the school and support in ensuring the library is maintained respectfully.
- Reading recommendations from teachers and Reading Leaders - 'I am reading posters'.
- Reading events including National Poetry Week and World Book Day.
- Encouraging reading at home – reading curriculum evenings, opportunities for parents to come in and read with children, planners to foster communication between school and home about reading.
- Book fair visit every year.
- Author visits.
- Birthday book scheme.
- Buddy reading across the school.
- Year group reading incentives.
- A list of age-appropriate books is shared with parents through the school planner, discussed at year group meetings and on the school website to promote children reading widely for pleasure.
- Class libraries stocked with books from our school reading spine.
- Reading newsletters.
- Reading assemblies.

Impact

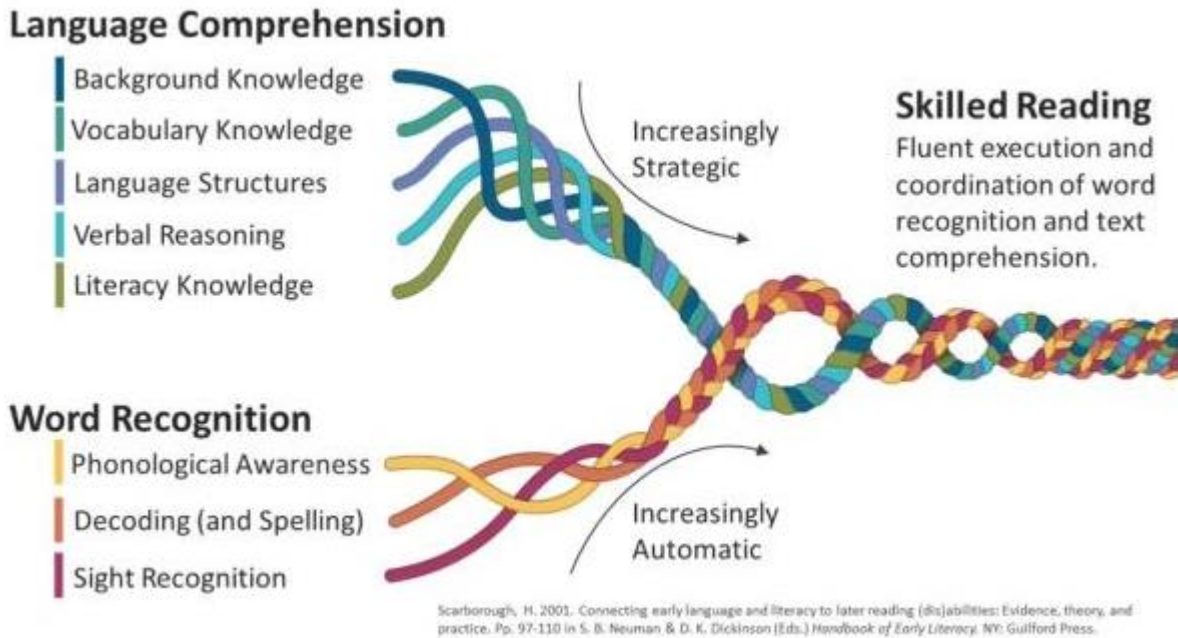
- As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical

worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

- Through the teaching of systematic phonics and reading enquiry, our children become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.
- As a Year 6 reader transitioning into secondary school, children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning in all areas of the curriculum.
- Parents and carers have a good understanding of how they can support reading at home, and contribute regularly to school planners.
- The % of pupils working at age related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children (2024 – EXS 84% GDS 40%)
- The gaps in the progress of different groups of pupils will be minimal (e.g. disadvantaged vs non-disadvantaged).
- Pupil voice shows our children enjoy their whole class texts and action has been taken to replenish the library where children asked for a wider variety of texts.

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.



Scarborough's Reading Rope (2001) is an influential model that illustrates the multifaceted nature of reading development. The model depicts reading as a complex skill composed of two main strands - language comprehension and word recognition - that intertwine and become increasingly sophisticated over time.

The language comprehension strand includes elements such as background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. The word recognition strand involves phonological awareness, decoding, and sight recognition. As a child progresses, these strands become more tightly woven, with stronger connections between word identification and meaning construction. Scarborough's Reading Rope aligns closely with the reading curriculum implemented at St Ann's Heath. The emphasis on phonics, fluency, prosody, and repeated reading maps to the word recognition strand. Meanwhile, the focus on comprehension strategies like dialogic talk, identifying main ideas, and connecting to prior knowledge corresponds to the language comprehension strand. By addressing all components of the Reading Rope, the curriculum aims to develop well-rounded, accomplished readers who can engage with texts at a deep level.

Universal Offer			Targeted Intervention
English Curriculum	Wider Curriculum	Reading for pleasure	Additional support
<ul style="list-style-type: none"> Jane Considine Reading Unit Plans – cover a range of fiction, non-fiction and poetry Little Wandle Fluency (Year 3 Autumn Term) 	<ul style="list-style-type: none"> High quality texts linked to creative curriculum Focus on vocabulary teaching across the curriculum Staff CPD – Little Wandle training, whole class reading training 	<ul style="list-style-type: none"> Books read aloud in class daily Fully stocked library – book recommendations Reading Leaders Whole school events: WBD, National Poetry 	<ul style="list-style-type: none"> Little Wandle Rapid Catch-up Little Wandle Fluency Pre-teach vocabulary Frequent readers

<ul style="list-style-type: none"> High quality texts linked to creative curriculum 	<ul style="list-style-type: none"> Fully stocked library 	Week, author visits, book fair <ul style="list-style-type: none"> Birthday Book scheme Year group reading incentives Book lists in school planner Opportunities for parents to read in school Buddy reading Reading newsletters Reading assemblies 	
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Whole school text overview – see separate reading spine

Whole School Creative Curriculum Texts

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>The Street Beneath My Feet</u> <i>The Street Beneath My Feet by Charlotte Guillain & Yuval Zommer (non-fiction)</i>	<u>Ancient Greece</u> <i>Mark of the Cyclops: An Ancient Greek Mystery by Saviour Pirotta</i>

Year 4	<p><u>Blue Abyss</u> <i>Manfish: A Story of Jacques Cousteau</i></p>	<p><u>Stone Age to Iron Age</u> <i>Skara Brae (non-fiction)</i></p> <p><i>The Boy with the Bronze Axe by Kathleen Fidler</i></p>	<p><u>Into the Wardrobe</u> <i>The Lion, the Witch and the Wardrobe by C.S.Lewis</i></p>	<p><u>Romans</u> <i>Queen of Darkness by Tony Bradman</i></p> <p><u>Escape</u></p>	<p><u>Europe with a focus on Italy</u> <i>A variety of non-fiction texts used</i></p>
Year 5	<p><u>Titanic</u> <i>Titanic Detective Agency by Lindsay Littleson</i></p>	<p><u>Everest</u> <i>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart and Joe Todd-Stanton (non-fiction)</i></p>	<p><u>Earth and Beyond</u> <i>Cosmic by Frank Cottrell Boyce</i></p>	<p><u>Tudors</u> <i>Diver's Daughter by Patrice Lawrence</i></p>	<p><u>South America (inc. Mayans)</u> <i>Journey to the River Sea by Eva Ibbotson</i></p>
Year 6	<p><u>The World Wars</u> <i>Letters from the lighthouse by Emma Carroll</i></p>	<p><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></p>	<p><u>Vicious Vikings</u> <i>Viking Boy by Tony Bradman</i></p>	<p><u>Victorians</u> <i>Street Child by Berlie Doherty</i></p>	<p><u>The Human Body</u> <i>Wonder by R J Palacio</i></p>