



Phonics - We are all teachers of phonics. We encourage pupils from years 3 – 6 to use their knowledge of sounds to de-code and spell new, tricky vocabulary. We use the Read Write Inc phonics sounds and books to support pupils in year 3 and beyond if required.



2. SEND, inclusion and adaptive practice.

We want all of our learners to be part of the whole class reading sessions where they hear reading with fluency and expression and are part of creative discussions around texts. As in all subjects, teachers work hard to remove barriers to learning. Some examples of how we achieve this in reading are:

- ❖ Pre-teach and pre-read sessions for our less confident readers so that they can access the texts more confidently during the whole class model. This means that some children have a text read to them or new vocabulary shared with them in advance of a particular lesson.
- ❖ Targeted questioning and supported learning tasks.
- ❖ Whole class reading model allows all pupils to hear what 'good' reading sounds like and to be given opportunities to talk about texts.
- ❖ Additional reading groups for our lower readers.
- ❖ Phonics sessions for any pupils still learning to de-code.
- ❖ Pictures are used to support the teaching and revisiting of vocabulary taught.
- ❖ Listening 1:1 to readers.
- ❖ Use of repetition to aid memory.
- ❖ Dyslexia friendly font used and white backgrounds for interactive whiteboards are avoided.
- ❖ Clear lesson structure, steps are broken down into small manageable chunks.
- ❖ Model tasks and use of a WAGOLL (What A Good One Looks Like) to stimulate ideas and to show the expected end product.
- ❖ Working walls in the classroom provide key vocabulary and worked out/annotated model examples.
- ❖ Use of timers so children know how long they have to complete tasks.
- ❖ Collaborative learning opportunities, buddy systems, paired writing, talk partners, small group work etc.
- ❖ Writing slopes, pencil grips, left handed pens are available for those who need them.
- ❖ Opportunities for echo and choral reading during the whole class model for pupils to hear fluent, expressive reading out loud. This is where the teacher reads a part of the text and the pupils repeat this and copy their expression.

Readers are challenged by encouraging them to extend thinking, especially when answering our Big Questions (questions where pupils are expected to prove their answer with evidence from the text.) Teachers model how to answer this style of question.

3. What would you see in the classroom?

Whilst every classroom is naturally different and every year group studies different books, there are clear consistencies across the school and year groups. Every classroom features a reading working wall where vocabulary taught and children's work is displayed and referred to in order to revisit and review.

Teachers model 'What A Good One Looks Like' (WAGOLL) for answers to questions and display this on our reading working wall to refer back to. Every classroom door displays the front covers of the books studied and our 'We are reading' signs show which books the classes are currently reading.

Each class has a welcoming, well-resourced reading area and pupils are encouraged to use these areas to relax and enjoy a book at various times throughout the day.

In the classroom, you will see success as well as failure, and the children gain important skills of how making mistakes allow us to learn and learn more meaningfully. Our learning power, 'Resilient Ruby' supports us with this concept.

4. Assessment: How do we know how the children are doing? How do they know?

Every day our teachers are assessing the pupils' knowledge and understanding through reading together. Teachers question the pupils as they read and gain a strong understanding of the pupils' reading skills.

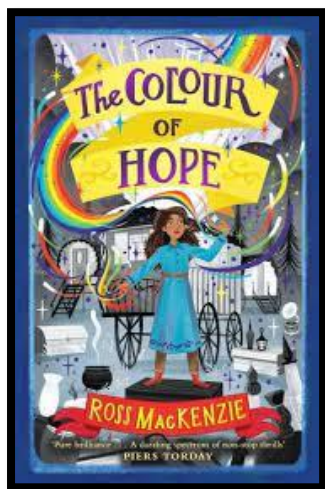
Children who need more support with reading have interventions. These pupils are assessed throughout the year to monitor progress and provide the right support.

5. How does our reading lead monitor, evaluate, and improve the teaching of reading across our school?

Our reading lead uses the Department for Education, 'The Reading Framework' to ensure we are teaching reading in the most up-to-date, effective, research-driven way. Leaders attend local authority network days where sharing of 'best practice' is brought back to school in order to ensure the quality first teaching of reading.

We have a reading development team in school made up of our reading lead, a middle leader and class teachers in order to drive forward reading in school and to trial new initiatives.

6. Cross curricular links, enrichment and the community.



Every Friday we link our reading lessons and skills taught to another subject or a current affair with a CAT day (Cross-curricular Alternative Text day). Pupils have the chance to read all types of non-fiction and poetry and use the reading skills acquired to answer questions on the texts they read. We also focus on our reading pace (how quickly we can read).

We have a term of weekly reading mornings in the autumn where we invite our parents/carers in to school to share our pupils' experiences of reading in the classroom.

Each year, Year 5 take part in the Stockport Book Awards where pupils are encouraged to read a variety of texts, as well as speak to authors through virtual author visits and enter competitions with other schools across the local authority.

After voting for their favourite book, some pupils and staff attend an award ceremony to celebrate the winners and share a love of reading with other schools and the Stockport Library Service.

We use some of our assembly times to promote a love of reading and to share whole school readings of various books. Our school librarians promote a love of reading, for example through a love of reading poster competition or helping to organise a book sale. We regularly provide parents with top home-reading tips in our newsletter, 'The Weekly Roar'.

We celebrate World Book Day each year in early March, and arrange author and poet visits at other points during the year. We also celebrate World Poetry Day.

