Through our Reading curriculum, we provide rich purposeful opportunities for reading and discussion. We endeavour for all our children to be proficient readers, who can transfer and use their reading skills to all areas of learning in the curriculum and are prepared for a lifelong journey as readers. We embrace the differences in all our children and celebrate their individual successes and achievements. Therefore*,*we providebespoke personalised learning where planning is adjusted forindividuals or groups of learners and the Readingcurriculum adapted to avoid overloading the working memory and ensure children remember more, can do more, and make progress. Our children become fluent readers who understand that reading is important to gain both information and knowledge, but not only that, they choose to do so for the love, passion, and pleasure of picking up a book of their choice.

We recognise that effective teaching of Reading must be planned carefully. Reading teaching not only supports children to become confident readers, but to see themselves as readers and become better readers. Through our teaching of Reading, we create excitement, fascination and a love of books and texts which the children will take with them as they mature and grow. By listening to stories and texts we immerse children in language, vocabulary, experience, and culture. Some of which they would not have experienced. We encourage and teach children the skills to engage with the texts and to understand the rich new vocabulary. Through immersing children in quality texts, teaching rich vocabulary and allowing them to hear teaching staff read aloud, comprehension becomes the outcome.

English teaching sequences should be planned to ensure all reading skills and learning objectives are covered across the year. It is crucial that texts are fit for purpose and engage and inspire children. Teachers must be well prepared with a detailed knowledge of the text. As a minimum, each sequence should include the following activities/skill development (appropriately adapted to suit age and needs of the pupils)

* Pre-reading prediction – based on the cover/ picture/ blurb.
* Prediction, part way through the text – based on information from the text **(Prediction)**
* Character description – role on the wall type activity identifying characteristics which can be retrieved/inferred from the text (again this could be repeated or added to later in the text drawing upon reading) **(Retrieval/Inference)**
* Inference activity in first person – could be a diary/journal entry or a letter/ email **(Inference)**
* Put the character(s) in a different situation/scenario, use inference to show understanding of the character or write an alternative chapter/scene in the same style **(Prediction/Retrieval/Inference)**
* Vocabulary focus activity – might be a glossary of terms, a word wall of frequently used phrases or words, WOW words or phrases **(Vocabulary/Author's Intent**)
* Comprehension questions based on the text using the provided question stems to develop a specific reading skill or a range of skills
* (Including questions which **Compare and Contrast**/explain **Author's Intention**)
* Summarise the text/part of the text to show understanding of key points (e.g. could be a narrative or a story map, write an alternative blurb or record a film trailer) **(Summarising)**
* Sequence the events – could be sorting the pictures, phrases, events from the text, number them
* Give a recommendation – a book review,

Elements of Reading in English lessons:

* Teaching staff reading aloud
* Pupils reading
* Teaching staff modelling and explaining
* Questioning

The following is a suggestion of texts and teaching sequences to be used in each year group which will facilitate the development of reading and writing skills across the school.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Reception** | The Colour Monster  Ruby’s Worry  Snuffle Bunny  Astro Girl  On Sudden Hill  Goldilocks and the Three Bears  Stanley’s Sticks | Blue Penguin  Lost and Found  Poles Apart  Jack and the Beanstalk  The Hungry Caterpillar  What the Ladybird Heard  One Little Chick  The Easter Story  Vet in Training  A Mother For Choco  The Most Exciting Eid  Holi Hai  Pancake Day | Handa’s Surprise  The Tiger Who Came To Tea  Why I should Brush My Teeth  The Train Ride  Naughty Bus  The Three Little Pigs  Transport information books |
| **Year 1** | Elves and the Shoemaker  Biscuit Bear | Leaf  Bears  Polar Bears  Little Red Riding Hood | The Lonely Beast |
| **Year 2** | The Koala Who Could  Our Very Own Dog  Lucy and Tom’s Christmas | Henry’s Holiday  Antarctica – A Continent of Wonder  All Things Puppies and Dogs | Alice in Wonderland  Hansel and Gretel |
| **Year 3** | The Secret Sky Garden  The Princess and the White Bear King | Mousehole cat  Egyptian Myths; meet the Gods and Goddesses and Pharaohs of Ancient Egyptian. | Gorilla  Castles  Rapunzel |
| **Year 4** | The Tin Forest  *Christmas Miracle Jonathan Toomey* | Coming Home  The Kapok Tree  Amazon | Iron Man  Charlotte’s Web |
| **Year 5** | Arthur and the Golden Rope  Pandora | The Highwayman  Viking  Leon and the place between | Farther |
| **Year 6** | Letters from the Lighthouse  WW2 Non Fiction Texts | The Nowhere Emporium | Clockwork  Shackleton’s Journey |

**Approaches to Reading**

**Listening to Stories and Texts**

We understand the importance of children being read to and having reading role models. Children can learn so much from listening to a fluent reader reading a rich quality text aloud. Fluency and prosody is modelled to the children through English teaching texts and class reading texts.

**Phonics and Early Reading**

At Portobello Primary School we prioritise the teaching and learning of phonics and recognise the value of a systematic synthetic phonics programme to teach children letter-sound relationships. From Reception onwards, Phonic and Early Reading sessions are explicitly taught following *Little Wandle Letters and Sounds Revised*. For more information please refer to our Phonics and Early Reading Policy.

Our curriculum is organised in such a way to give children the opportunity to apply their phonics and reading skills outside of phonics sessions, to give them crucial practise to embed skills and immerse our learners in a language rich environment where stories, songs and rhymes are celebrated.

**Accelerated Reader**

Accelerated Reader (AR) is a reading programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match the needs and interests of children. Children take computerised quizzes on the books and earn AR points as they progress. Every child will be given a book level within a reading range, depending upon their reading ability, and will select a book from within that range. This means that the children will have a variety of books to choose from, books which will be sufficiently challenging but also within their reading ability so they can be understood and enjoyed. Our children enjoy using the Accelerated Reader programme from Year Two onwards at Portobello Primary School to support their reading at home. This ensures they are reading texts at home at the right level for them and answer comprehension questions once they have completed their home reading.

**Reading Plus**

Children in Key Stage Two will further develop their reading skills, comprehension, fluency, vocabulary and visual skills using Reading Plus. This online programme is used several times a week to support and further challenge children in developing their reading skills. Children are also expected to complete Reading Plus tasks as part of their home learning.

**Guided Reading**

Guided reading is a pedagogical approach to reading, and is an effective way of building, developing, applying and securing skills in reading for a wide and diverse range of children. At Portobello Primary School Guided Reading allows teachers to focus upon specific children and their individual and group’s needs, whether this be through supporting or extending to achieve a specific learning objective or assessment focus. The children participate in reading together and individually. They are taught to read fluently and with prosody, appropriate expression and has an emphasis on vocabulary. We teach them to answer a range of taught comprehension questions and complete activities which relate to the quality text.

Reception and Year One Guided Reading –Children have three reading sessions a week.The children read books that are closely matched to their phonic ability. The sessions have a focus of decoding, prosody and comprehension.

Year Two Guided Reading -Children have three reading sessions a week.The children read books from the Big Cat book band books, unless they still require phonetically matched books. The sessions have a focus of decoding and vocabulary, prosody and comprehension.

Year Three and Four Guided Reading –Children have five reading sessions a week.

* For three sessions the children independently complete Reading Plus at their reading level.
* One session they read with their class teacher. The children read books from the Big Cat book band books, unless they still require phonetically matched books. In these sessions they are taught toread fluently and with prosody, appropriate expression and an emphasis is placed on vocabulary. We teach them to answer a range of taught comprehension questions. Each guided reading session will begin with key vocabulary being explicitly taught. When they are ready to begin reading the text, adults will model good prosodic reading to the group of children. This encourages children to not only think about how the way we read brings the text alive but how our voices, and the way we read the text compliments comprehension. Children will begin to read with the adult tapping into their reading. The adult will then teach and explain prosodic choices for specific parts of the text in order for children to secure their understanding of how punctuation and word choice affect tone. Progressing reading further, a specific planned reading domain or domains for comprehension will be explored and focused on.
* One session is a follow up session where children complete a range of high-quality written comprehension questions about their guided reading text.

Year Five and Six Guided Reading -Children have five reading sessions a week. For three sessions the children independently complete Reading Plus at their reading level.

* One session they read with their class teacher. The children read books from the Big Cat book band books, unless they still require phonetically matched books. In these sessions they are taught toread fluently and with prosody, appropriate expression and an emphasis is placed on vocabulary. We teach them to answer a range of taught comprehension questions. Each guided reading session will begin with key vocabulary being explicitly taught. When they are ready to begin reading the text, adults will model good prosodic reading to the group of children. This encourages children to not only think about how the way we read brings the text alive but how our voices, and the way we read the text compliments comprehension. Children will begin to read with the adult tapping into their reading. The adult will then teach and explain prosodic choices for specific parts of the text in order for children to secure their understanding of how punctuation and word choice affect tone. Progressing reading further, a specific planned reading domain or domains for comprehension will be explored and focused on.
* One session is comprehension where children are taught how to answer a range of high-quality written comprehension questions.

**Independent reading or ‘Reading for Pleasure’**

Independent reading or ‘Reading for Pleasure’ is encouraged across all Key Stages. In Reception and Year One independent reading is facilitated through Key Questions in the reading area and a wide variety of books being made available in all areas of child-initiated learning. In Year Two upwards, children are expected to participate in quiet reading and again, a wide variety of fiction and non-fiction books across a range of genres are made available in every classroom.

Children in our school are given the opportunity to visit the school library and choose a book to borrow for reading in school. In addition, the library is made available for class teachers take their children into and to share stories at other times in the week. Children are also encouraged to bring books from home to share in the classroom and a class book is also read.

**Creating a reading environment**

At Portobello Primary School we aim to provide a classsroom environment which promotes a love of books and reading where chidren feel inspired to read. Each classroom is a language rich environment with lots of environmental print, labels, posters, information, children’s recorded learning etc. Books are given their rightful place throughout the school. Each room has a class library where books are displayed in a variety of ways. A display of topic books, dictionaries and thesaures’s are easily accessible to the children.

In addition, children are provided with opportunities to engage in reading through carefully structured daily sessions including:

* Guided reading
* Independent reading
* Reading for pleasure
* Shared peer reading
* Listening to a story being read

**Promoting Reading**

Portobello Primary School promotes reading through organising reading events such as National Story Telling, National Poetry Day and World Book Day. Each class are involved in a variety of activities such as: book swapping, paired reading, whole school story writing and telling and dressing up. Furthermore, visitors such as authors, actors/actresses and people from the local community are invited into school to ignite reading for the children and capture their interest.

**Reading in School and at Home**

All children in school receive a home school reading book(s). In order to provide children with opportunities to practise what has been taught. Children in Early Years and Year One are given books from the Little Wandle Phonic Reading Scheme, that are closely matched to their phonological knowledge. Similarly, children who still require phonetically decodable reading books in Year Two and Key Stage Two access these reading books too. Decodable books are only one part of the reading diet and children must have access to other books too. To ensure a range and breadth of reading experiences, children also choose their own favourite books to read.

In Years Two to Six, the children read books at home according to their Accelerated Reader ‘ZPD’ level. However, children who have not yet made expected progress in their reading will continue to read following the phonic scheme books. We have a wide range of books which have been especially written for older children with a low reading level, but high interest, and those of which would appeal to reluctant readers. All home school reading books are kept in the child’s reading bag, or school bag so that the parents and carers can be involved in the reading process and comment on books they have shared with their children in their home school link books. Additionally, to promote a love of learning and an interest in books and authors, children also have the opportunity to read a book of interest, a ‘free reader’ which they have chosen for themselves. We invite our parents and carers in to a number of Phonics and Reading workshops during the school year so they can learn how to best support reading at home.