

*"The more that you read, the more things you will know. The more that you learn, the more places you will go."* - **Dr. Seuss**

*"Reading is important, if you know how to read then the whole world opens up to you."* - **Barack Obama**



**'Read every day, it's the Woolmore Way'**

Reading sits at the heart of what we do. As our children will tell you: 'read every day, it is the Woolmore Way!' Our focus is for all children to become competent and confident readers who choose to continue reading now and throughout their lives.

A positive experience of reading shapes a child's love of books and supports every aspect of their learning. If children don't become good readers, they will remain at a disadvantage throughout their lives. Therefore, our job is vital.

## **Talk helps us learn to read – the importance of oracy.**

High quality talk and a language rich environment are central to becoming a reader. Confidence and competence in talking enables children to:

- articulate their understanding
- develop their knowledge
- build the vocabulary they need to support learning

We develop confidence competence and confidence in spoken language in a range of ways including:

- Adults modelling effective speaking and listening
- A whole school storytelling approach where children orally rehearse the story structure and vocabulary they will use in their own writing.
- Learning partners where learn to speak to each other in sentences and listen to each other's ideas

## Reading aloud and listening to stories and poems



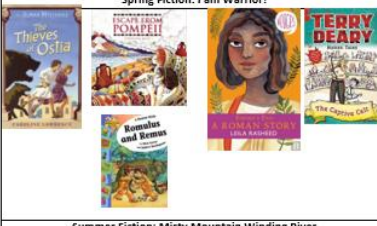

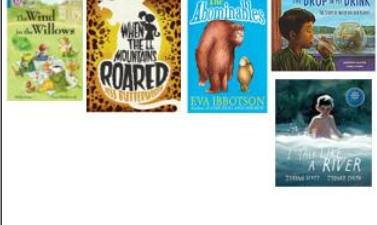

For children to become great readers they need to hear and have read aloud a range of high-quality literature. This enables children to:

- Learn how reading works and enjoy the experience of being read to
- Hear and understand stories they may not yet be ready to read independently
- Have a chance to inhabit the lives of those who are like them
- Learn about the lives of those whose experiences and perspectives differ from their own, supporting the understanding of the importance of diversity and inclusion

## We are committed to a strong read-aloud programme that engages and inspires children:

- We carefully select books from a range of genres: fiction, non-fiction and poetry ensuring that our children see themselves, their families and friends
- We ensure that our read aloud sessions contain a rich and varied representation of diversity in terms of authors, illustrators and characters
- We are skilled at reading aloud as we share our own enjoyment of reading
- Each year group has a list of high-quality texts that support learning across the curriculum (see below for samples from nursery and Y4)
- We plan for progression across year groups so that children build upon prior learning, their existing knowledge and the world around them

**Year 4 Curriculum Linked Reading List**

Autumn Fiction: Blue Abyss	Autumn Non-Fiction
 <p>Poems including 'Be the change', poems about the sea and 'The bear' by <a href="#">Lucy Davies</a></p>	 <p>Non-fiction info about Georgia O'Keefe</p>
Spring Fiction: I am Warrior!	Spring Non-Fiction
	
Summer Fiction: Misty Mountain Winding River	Summer Non-Fiction
	

Term	Topic	Core texts	Supplementary books
Autumn 1	Marvellous Me		
Autumn 2	Nursery Rhymes	<p>Literacy weekly focus rhyme (AM)</p>  <p>Maths weekly focus rhyme (PM)</p> 	
Spring 1	On the move		
Spring 2	Green Fingers		



## Reading for pleasure

There is strong evidence linking reading for pleasure and educational outcomes. Research shows that reading for pleasure can result in increased empathy, better understanding of our own identity, positive relationships and improved wellbeing. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of being connected to the wider community – giving us an insight into the world views of others.

We support children to develop a love of reading through:

- Providing high quality books to read
- Having book conversations about what children are reading and what they would like to read next
- Regular visits to our school library to choose books and sometimes have a storytime
- Celebrating special days and events such as World Book Day, author visits, poetry slam competitions and reading mornings with parents.

Our Jacaranda Tree school library – has a large collection of exciting and engaging books to suit all types of reading preference. We have a school librarian and a team of young librarians children who help to maintain and promote our school library.

The library is open for children to:

- borrow books
- e-readers
- seek advice from our librarians
- join book clubs
- train to become a student librarian



## Early reading and phonics

Sound and word recognition are the foundations for reading fluency. Once children have achieved the skills they need for decoding words through our phonics programme, children go on to read decodable books matched to their phonics level.

To 'decode' the text, children use phonics strategies to read each word. Children will segment the sounds (say each sound separately) and blend them together (put them back together again). For example, "s-a-t" becomes "sat" when put together. As children become more familiar with these sounds, they get quicker until eventually they can read them fluently.



## Phonics in the nursery

In Nursery, phase 1 phonics is taught daily. Phase 1 phonics is comprised of seven aspects:

- Sound discrimination – environmental sounds
- Sound discrimination – instrumental sounds
- Sound discrimination – body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral segmenting and blending



## Phonics in Reception and KS1

In Reception, children begin a systematic phonics programme.

We use **Tower Hamlets Education Partnership Phonics** which is designed for daily teaching sessions in an incremental sequence enabling children to read and spell many words early on. This structured route has proved successful in enabling children to achieve well in the KS1 Phonics Screening Check.

In order to practice their decoding skills children read books match their current stage of phonics learning.

## Phonics coverage and progression across early years and KS1

Phonics phase	Sounds covered	Book band	Expected Yr group
1	-	Lilac	Nursery
2	s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, l, f	Pink	Reception
3	j, v, w, x, y, z, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo (broom), oo (look), ar, or, ur, ow, oi, ear, air, ure, er	Red	
4	Adjacent consonants E.g. <b>str</b> in <b>string</b>	Yellow	
5	wh, ph, <b>Alternative spellings</b> <b>ai</b> – ay, a-e, eigh, ei, ey, a <b>ee</b> – ea, e-e, ie, ey, y <b>oa</b> – ow, o-e, o, oe <b>or</b> – aw, au, al, ore <b>igh</b> – ie, i-e, y, i <b>oo</b> – u, oul, ew, ue, u-e <b>er</b> – ir, ear	Blue	Year 1+
5	<b>ow</b> – ou <b>ear</b> – eer, ere <b>c</b> – k, ck, ch <b>j</b> – g, ge, dge <b>oi</b> – oy <b>air</b> – are, ear <b>s</b> – c, ce, se, st, sc	Green	
5	le, mb, wr, kn, gn, tch, ss(ion), t(ion), c(ial), c(ian)	Orange	
At these levels, children continue to work their way through the colour banding levels which become increasingly more challenging. These books include sounds from all phases including alternative spellings.		Turquoise	Year 2+
		Purple	
		Gold	
		White	
		Lime	

## Common exception words

Learning the common exception words enables children to read texts fluently. These are words with an irregular spelling pattern, meaning they cannot be decoded using phonics and need to be learnt by recognising the word by sight.

Common exception words are built into each phase of the programme and link to the National Curriculum. To accompany our phonics teaching, each child is expected to learn a list of sight words to further develop their reading fluency.

For example: **I go to no into the**

A list of common exception words is sent home for each year group at the beginning of the year.

## Reading in KS2

As children move into KS2, reading is taught through whole class reading lessons using high-quality texts pitched to the class's reading ability.

These sessions, planned around a mixture of fiction, non-fiction and poetry texts, involve explicit modelling and teaching of reading skills in-line with the KS2 Reading Content Domains (taken from the reading test framework):

2A: explain the meaning of words in context	2B: retrieve and record information	2C: summarise ideas from more than one paragraph	2D: make inferences from the text and justify them with evidence
2E: predict what might happen	2F: explain how narrative content contributes to meaning as a whole	2G: explain how writer's choice of words enhances meaning	2H: make comparisons within the text

Whole class reading lessons include an opportunity for teachers to model expression and character voices before children read independently or in pairs to find answers to questions set by the teacher linked to the above skills.

All our whole class reading lessons include opportunities for in-depth discussion to unpick children's comprehension of the text and to deepen their understanding about characters, plots and themes.

Because we know that great readers have lots of background knowledge to inform their understanding of what they read, many of the texts we use in whole class reading are linked to our wider curriculum learning. Other high-quality texts we use are chosen because they have themes linked to our PSHE curriculum and our values.

In KS2, we also use Accelerated Reader as a tool to ensure children's individual reading books are pitched to match their current reading ability. This tool also allows us to check children's reading comprehension, how much they are reading and how their reading age is increasing. Some of our oldest children become 'Reading Millionaires' for reading over 1,000,000 words within a year.

## How do we know how well children are doing?

Class teachers assess children's reading skills regularly so that we can ensure they are making good progress in both decoding words and understanding the text. This is done through a wide range of approaches including:

- baseline assessments
- phonics checks
- reading tests
- reading lessons
- 1:1 reading and reading conferencing
- Accelerated Reader quizzes and assessments

We use the information we gather to either challenge children further with their reading skills and choices or to provide additional support, so they make better progress.

## Reading at home and how can parents help

We ask that children read at home every day (it's the Woolmore way!) so they can practice their skills, develop stamina and build a strong repertoire of books they know, love and can talk about.

Children have reading books which they take home to read on their own and with families. These books are changed regularly, as appropriate.

In EYFS and KS1, children take home:

- A story book to enjoy together (reading for pleasure)
- A phonically decodable book

In KS2, children take home:

- An Accelerated Reader (AR) book, matched to their reading level
- A library book to read for pleasure



There is a lot you can do to support your child at home:

- Talk to children. The most important thing you can do is to talk to your child and listen to them when they are talking to you. Ask them about their learning...to explain what is happening in their current book...ask questions ...be curious...
- Take them places so they make connections to places/experiences they read about: this helps them make sense both of their reading and of the world around them.
- Ask a family member to listen to your child read at home: reading regularly is the easiest way to get better at reading.
- Read to them and always discuss the story you are reading to try to build your child's comprehension skills and understanding. Even our oldest children love stories and being read to.
- Listen to your child read every day. Find a quiet time to hear your child read and use lots and lots of praise to encourage them.
- Have a collection of books at home. You can join the IDEA store and borrow books.
- Value the books that are brought home from school (and return them please)

## Partnership with parents

- We are here to teach your children to read. We also want to support you, as parents, to be able to help your child read at home. Please talk to your child's teacher if you have any questions, concerns or you would like some advice.