

Reading





Intent

At Nerrols Primary School and Nursery, we aim to foster in all our children a love of reading that will last a lifetime. We aim for our children to be confident, fluent readers so that they are able to access all areas of the curriculum and take full advantage of opportunities in life.

We aspire for our children to consider themselves a reader and become motivated to read widely and often, both for pleasure and to learn. We want our children to be able to imagine themselves in a story and learn about the lives of those whose experiences and perspectives differ from their own. We aim to develop reflective readers who question and analyse what they are reading and have a desire and confidence to discuss books with others. By the time children transition to secondary school, we aim to foster a deep love of reading, leaving children unable to imagine life without books.

Implementation

From the start of the journey at Nerrols, we place great emphasis on developing the mechanics of reading so that with careful teaching and regular practice children become fluent and engaged readers.


In the Early Years, a love of reading and a language rich environment underpins all of our learning. Daily opportunities for children to engage in listening to stories, non-fiction texts, rhymes and poems, enables them exposure to a rich range of language structure providing ample opportunity to learn new vocabulary and words in a range of contexts. Practitioners implement and guide children's learning through communication and modelling language, questioning, showing, explaining, demonstrating and encouraging. They provide a narrative, as well as facilitating and enabling children to become competent in using a varied range of vocabulary. We provide children with a weekly online story to be shared at home. This initiates discussion, embeds new vocabulary, deepens their understanding of the text and promotes a love of literature.

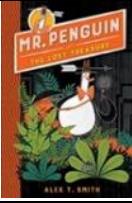
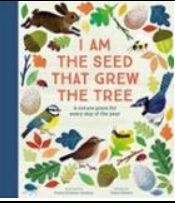

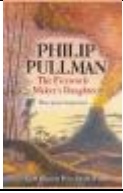






The daily timetable for Nursery, Reception and Year 1 includes dedicated time for story time, poetry and singing to support children to develop their language and vocabulary.

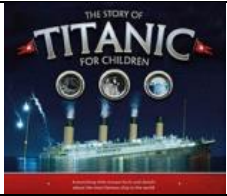
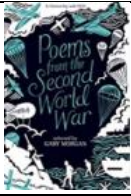
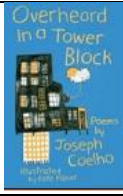
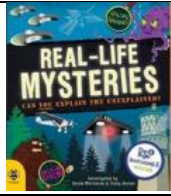









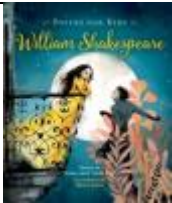

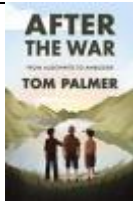
Children begin to learn to read through a systematic synthetic phonics programme, Read Write Inc, which teaches children to learn letter sounds and blend them together to be able to read words. From the summer term before children start school, children in Foundation Stage 1 develop their understanding of letter sound correspondence. When children start school, they participate in daily phonics sessions matched to their developing needs.

As part of their phonics programme, our children read a Read Write Inc storybook matched to their phonic knowledge in class daily. To build fluency and develop vocabulary and understanding, the same book is read for either three or five days depending on their phonics level. Children take home books that are consistent with their developing phonic knowledge and also choose a library book to take home to read or have read to them, for pleasure.

As the children become confident with phonics, from Year Two onwards, children follow a reading teaching programme called Literary Leaves - a whole-school approach, where children explore 115 literary texts and experience at least 90 significant authors as they move through the school. During these whole-class reading lessons, children are explicitly taught the skills of reading – vocabulary, inference, prediction, explanation, retrieval and sequencing. The children read high quality texts using whole books, rather than extracts. The texts are carefully planned to ensure progression of skills, as well as exposure to a range of genres. Each half term focuses on a theme covering both fiction and non-fiction. The themes encourage children to make links in their learning, between texts and to their writing.

Autumn Half Term 1 Theme: A Twist in the Tale			Autumn Half Term 2 Theme: Creation and Conservation		
Year 2					
	The Spider and the Fly Mary Howitt and Tony DiTerlizzi	Cinderella An Art Deco Fairy Tale Lynn Roberts and David Roberts	There's a Rang-Tan in my Bedroom James Sellick	Lost Species Jess French	The Magic and Mystery of Trees Jen Green
Spring Half Term 1 Theme: Bravery vs Fear			Spring Term 2 Theme: Change and Relationships		
Year2					
	Rabbit and Bear Julian Gough & Jim Field	Hotel Flamingo Alex Milway	Too Small Tola Atinuke	Fanatical about Frogs Owen Davey	
Summer Half Term 1 Theme: Fictional worlds and fantasy			Summer Half Term 1 Theme: Urban Metropolis		
Year 2					
	Eric Shaun Tan	Cakes in Space Philip Reeve	Ada Twist and the Perilous Pantaloons Andrea Beaty	The Street Beneath my Feet Charlotte Guillian	
Autumn Half Term 1 Theme: Magic and Wonder			Autumn Half Term 2 Theme: Dreams and Curiosity		
Year 3					
	The Lost Spells Robert MacFarlane	Arthur and the Golden Rope Joe Todd Stanton	The BFG Roald Dahl	New and Collected Poems for Children Carol Ann Duffy	
Spring Half Term 1 Theme: Disaster Hope and Healing			Spring Half Term 2 Theme: Overcoming adversity		
Year 3					
	Boy at the Back of the Class Onjali Q. Raúf	Earth Shattering Events Robin Jacobs	Old Possum's Book of Practical Cats T. S. Eliot	Africa, Amazing Africa Atinuke	

Year 3	Summer Half Term 1 Theme: From mystery to discovery		Summer Half Term 2 Theme: Confidence and caution	
				
	Mr Penguin and the Lost Treasure Alex T. Smith	I am the Seed that Grew the Tree Fiona Waters	A Necklace of Raindrops Joan Aiken	Fortunately, the Milk Neil Gaiman
Year 4	Autumn Half Term 1 Theme: Finding Freedom		Autumn Half Term 2 Theme: Invention and Innovation	
				
	Undefeated Kwame Alexander	Zombierella Joseph Coelho	The Story of Flight Jakob Whitfields	The Wild Robot Peter Brown
Year 4	Spring Half Term 1 Theme: Darkness and Light		Spring Half Term 2 Theme: Taking Courage	
				
	The Firework Maker's Daughter Philip Pullman	Tamarind and the Star of Ishta Jasbinder Bilan	How Does a Lighthouse Work? Roman Belyaev	Letters from the Lighthouse Emma Carroll
Year 4	Summer Half Term 1 Theme: Exploration and Discovery		Summer Half Term 2 Theme: Different Worlds	
				
	The Humans: Ancient civilisations Jonny Marx	The Polar Bear Explorers' Club Alex Bell	The Lion the Witch and the Wardrobe C. S. Lewis	Two Weeks with the Queen Morris Gleitzman
Year 5	Autumn Half Term 1 Theme: Ambition and Desire		Autumn Half Term 2 Theme: Power vs principles	
				
	The Good Thieves Katherine Rundell	Cosmic Frank Cottrell Boyce	Cogheart Peter Bunzl	Who Let the Gods Out Maz Evans
Year 5	Spring Half Term 1 Theme: Belonging and Equality		Spring Half Term 2 Theme: Legends and Folklore	
				
	The Wonderling Mira Bartok	Black and British: A short, essential history David Olusoga	When the Stars Come Out Nicola Edwards	Sir Gawain and the Green Knight Michael Morpurgo

Year 5	Summer Half Term 1 Theme: Lessons from history		Summer Half Term 2 Theme: Mystery and Truth	
				
	The Story of Titanic for Children Joe Fullman	Poems from the Second World War Gaby Morgan	Overheard in a Tower Block Joseph Coelho	Real-life Mysteries: Can you explain the unexplained? Susan Martineau and Vicky Barker
Year 6	Autumn Half Term 1 Theme: Migration and Movement		Autumn Half Term 2 Theme: Evolution and Inheritance	
				
	Fly Me Home Polly Ho Yen	On the Move: Poems about Migration Michael Rosen	The Tiger Rising Kate DiCamillo	Darwin's Voyage of Discovery Jake Williams
Year 6	Spring Half Term 1 Theme: Enterprise and activism		Spring Half Term 2 Theme: Utopia vs Dystopia	
				
	The Invention of Hugo Cabret Brian Selznick	Politics for Beginners Louie Stowell	Caged Bird Maya Angelou	The Wolves of Willoughby Chase Joan Aiken
Year 6	Summer Half Term 1 Theme: Fate vs Free Will		Summer Half Term 2 Theme: Crossing Borders	
				
	Grimm Tales for Young and Old Phillip Pullman	Poetry for Kids: William Shakespeare illustrated edition William Shakespeare	Incredible Journeys Levison Wood	After the War: From Auschwitz to Ambleside Tom Palmer

At Nerrols, we enjoy a text as a class every day. During this dedicated time, the class teacher reads to the children, captivating them with a genuine passion for books and demonstrating fluent and expressive reading. The children and their adults enjoy the texts together, discuss the text they are reading and discuss new vocabulary. A diverse range of texts are carefully selected to incorporate a range of genres and authors. In the Early Years and into Key Stage One, books are re-read to deepen children's familiarity and extend their vocabulary and emotional engagement with the story, this equips them to re-tell and apply this to different contexts. Through listening to repeated reading and talking about that they have heard, children have multiple exposures to vocabulary and the language of stories that may not be encountered through everyday dialogue.

As children's phonic knowledge and skills develop, over time they will no longer need to support of decodable texts and will start to read age-appropriate texts. At Nerrols, we feel strongly that the children should continue to have the appropriate level of challenge whilst also reading age appropriate texts. Once children complete the phonics programme, they then progress through book banded texts which are matched to their reading age and level. Class teachers monitor the children's choice of text encouraging them to read a range of genres and authors.

All our children have a Read a Rainbow bookmark and are encouraged to read five times a week, recording this in their Reading Record, to gain a ribbon on their bookmark. Once the children have collected 7 ribbons, they progress to the next bookmark and then through different levels of bookmark, each time being awarded with a certificate in the weekly sharing assembly.

All children have weekly timetabled library time to explore the range of texts on offer and select a new library book to read for pleasure. Reading areas are also a focus of each classroom and are stocked with suitably selected books, providing children with a comfortable place to read during the day.

Impact

Adults continually assess children on a day-to-day basis, and more formally each half term, to ensure teaching is delivered at an appropriate level for progression. Outside the discrete daily phonics sessions there are opportunities to observe the application of phonic skills for example during shared reading/writing activities.

Throughout all reading activities, regular monitoring of the assessment outcomes allows teachers and practitioners to ensure that all children are making expected progress. Through careful monitoring and tracking, practitioners are able to identify children who require additional support to keep up with their peers. This may include additional one-to-one tutoring and / or small group sessions.