



At Gooseacre, reading is at the heart of our curriculum and we ensure our English curriculum gets children into books right from the start. From the important foundations using our systematic and structured Phonics program to our Reading whole class quality texts as a basis for reading, writing and many other subjects makes sure that children are exposed to the best in children's literature and a full range of genres. Poetry, non-fiction, digital texts and picture books feature through the English syllabus from EYFS to Year 6.

### Phonics/ Early reading

We start teaching phonics in Nursery/ Reception and follow the Read, Write, Inc (RWI) phonics programme which ensures the early foundations of learning to read and the development of children into fluent readers.

The teaching of phonics is of high priority and is taught daily through Early Years and Key Stage 1 with sessions ranging from 20 minutes in Early Years and 1 hour in KS1. Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. High quality texts are used in writing sessions, afternoon topic sessions and during daily story time. All classrooms have attractive book corners where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading.

## Whole class reading sessions- Y2-Y6

Prior to the reading session there is a discrete vocabulary masterclass session about 5-10 minutes long.

A whole class reading approach is used from year 2 (when completed the phonics programme) to year 6. High quality texts are used with lessons encouraging children to tackle a range of reading question types and also expand their understanding and implementation of vocabulary. Throughout the week through modelling and scaffolding led by the teacher, children develop a range of reading strategies and improve their fluency skills. Children access a range of text types including fiction, non-fiction and poetry. These are mapped out across the year groups to ensure a wide coverage of authors and genres. Children will have one lesson per week focused on non-fiction texts. These do not have to link to the class fiction or writing text. It may link to another curriculum area such as science or history. Vocabulary and activities to be structured in the same way as other reading lessons.

### Vocabulary

- Direct vocabulary instruction takes place at least once a week in the form of vocabulary masterclass sessions. A key vocabulary choice from the tier 2 word list is explored with the pupils. They learn the word class, definition and explore synonyms and antonyms of the word. They then write an example sentence using the word. This masterclass word is added to an ongoing collection which the children are encouraged to revisit throughout their writing.
- The masterclasses are supplemented by encouraging a word rich environment, wherein children use and explore tier 3

- vocabulary linked to subject-specific use, and from teacher-modelled oracy.

## **Reading books**

- Children in Nursery take home a book from the home book area to share with their parent or carer at home. Parents and carers are actively encouraged to change these regularly and build a love of reading with their children. When children are able to apply simple phonics, or start Foundation stage 2, whichever is sooner, they receive a book matched to their phonic knowledge and sound books.
- All Foundation Stage 2 children will take home a set 1 speed sounds book, sound blending book (once orally blending) and a story book to share with their parent/ carer. Once they are on Red ditty books, the children will take home a copy of the book read in their phonics session in school, a RWI book bag book matched to their colour group and a sharing book.
- In KS1 or KS2 if still on the RWI programme, children will take home a copy of the book read in their phonics session in school, a RWI book bag book matched to their colour group and a sharing book.
- In year 2 – year 6 children take home a book from their year group selection.
- Adults monitor the books that children are choosing and record as follows:
  - In EYFS, KS1 & KS2 records are maintained in reading records.
  - In KS2, children also have own record on bookmarks
- In KS1: staff listen to children read their reading book during school time. This takes place during early morning work and assembly time.

- In KS2, staff listen to children read their reading book during school time. This takes place during early morning work and 2 x a week.

During this time adults listen to children read individually, continually making assessments and also supporting with book choice and monitoring book / level changes. This may also include providing children with options to choose from, ensuring that children cover a wide range of genres.

### Assessment:

- Termly Salford
- NTS standardised tests in KS1 and KS2 (Y1- Y5)
- Half termly RWI assessments
- Ongoing informal assessments during reading sessions to inform futures sessions and to amend reading levels / recommend books