

# Reading Flow Chart



**St Oswald's**  
C of E Primary School, Guiseley

## **Our Reading Curriculum**

Our reading curriculum is designed to ensure all children know that reading is a gateway to all learning opportunities. They understand that reading frequently makes them a good reader, and being a good reader expands their world.

Our children will develop new strategies, learn new words, explore different genres, discover unknown authors, experience unfamiliar settings and unpick hidden meanings. By continually reflecting on their own reading journey, our children will not only be able to read, but most importantly, will want to read.





We will do this through:

- ✓ Developing children's competence in both word reading and comprehension.
- ✓ Prioritising reading for our early and developing readers.
- ✓ Ensuring Quality First Teaching, where every child is given the opportunity to excel.
- ✓ Fostering an appreciation and love of reading for all our children.
- ✓ Developing curious learners who will confidently ask questions, express views and engage in a range of high quality texts.
- ✓ Ensure all children will transition to high school as enthusiastic, fluent and confident readers.

## **Reading for Pleasure**

At St Oswald's we would like all of our children to develop a lifelong love of reading. In order to do this, we need to foster a culture that values and supports reading at all opportunities. Throughout school children will experience:

- Dedicated story time where teachers read to the class, modelling a passion for reading and a sharing love of books.
- DEAR time (Drop Everything and Read) - dedicated time for 'reading for pleasure'
- Visits to the School Library / Local Library.
- 'Reading buddies' - Nursery to Year 6 will be paired with a class from another Year group and will get together on a regular basis to enjoy shared reading time.

Year 5		Year 2
Year 4		Year 1
Year 3		Reception
Year 6		Nursery

## **Reading Spine**

Each Year group has a set of 6 texts that make up our reading spine. The composition of the books / texts chosen for the spine underpin (where possible) the themes within our half termly class topics. The text extracts will cover the following genres: fiction, non-fiction and poetry.

## **Reading Skills**

All children will have dedicated sessions teaching reading skills throughout EYFS to Year 6. In EYFS and Year 1 our focus is on building fluency with the children, applying their phonic knowledge and introducing comprehension strategies. This can be done in small groups or one to one sessions. From Year 2 upwards children will have whole class reading skills lessons.

- **First Reading:** Discussion about the book cover/blurb/an image related to the book/props/video/a selection of interesting words from the book. Opportunities to predict/think creatively about a text & generate excitement before the teacher reads the text.
- **Second Reading:** Children given opportunity to read a text independently – building reading stamina and fluency.
- **Comprehension:** Discussion generated after second reading. Focus stem questions on different reading comprehension strategies using VIPERs.

## Assessment

Our learners are assessed regularly and closely tracked. Formative assessment should be carried out regularly using teacher assessments. Summative assessment should be carried out half-termly using Pixl. Assessment should inform future planning sequences.

## Reading books

### EYFS and Key Stage 1

IN EYFS and Key Stage 1 all reading books are phonetically decodable. Pupils are individually assessed on their phonics knowledge and each child is given a book that is accessible for them at their level, so that they can read it and enjoy it. Reading books are changed twice weekly and we follow the ‘Three Read Approach’. Once a child’s fluency has increased they will progress from phonically decodable texts to a colour band books which is based on their reading level.

Read 1 Decoding the book	Children use their phonics knowledge to decode the words on the page. The focus is solely on this rather than the comprehension and understanding.
Read 2 Reading for speed and fluency	This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults should model prosody (intonation, expression, pausing and phrasing) when they read and children apply this skill.
Read 3 Comprehension	This time, the pupils read the book again and should be quite familiar with the words. Ask your child what they think about the story and what is happening as they read: do they understand what they are reading? Can they retell it in their own words?

We encourage parents to supplement our home reading scheme with a variety of books including fiction, non-fiction and poetry to further develop their love for reading and provide a wide breadth of experiences.

### KS2

In Key Stage 2 we use Accelerated Reader this ensures that each child has a book appropriate to their reading level and it provides teachers the information they need to monitor children’s reading progress and make informed decisions to guide their future learning.

## Celebrating Reading

- Celebrating reading achievements– when children finish a book they complete a review to share with others. This could be a written review displayed in the classroom or in our school weekly newsletter.
- ‘Reading Rocks’ Collective Worship – Whole school celebration of reading achievements, sharing recommended reads and learning about authors.
- Half termly recommendations for ‘Great Reads’ from each class (Newsletter to be sent home/uploaded to website and social media).
- Weekly book clubs where children can have a prolonged opportunity to read for pleasure and share their finds with their peers.