**Introduction**

We want every child at Lunt’s Heath to be equipped with the essential reading skills to ensure they become capable, confident and effective readers in preparation for their future lives and learning experiences. Reading is a core skill and our mission is to ensure every child is a competent and skilled reader by the time they reach the end of Year 6.

Our English curriculum is underpinned by a range of high quality texts in a range of genres from modern stories to classic poems. Throughout each unit, these texts are analysed in depth with the children in order for them to learn and apply both reading and writing skills. The children are taught to read as writers and write as readers.

This strategy outlines the key steps taken to ensure every child becomes a confident, competent and effective reader by the time they leave Lunt’s Heath Primary School in Year 6 and continue their educational journey.

**RWInc**

**EYFS and Year 1 (Year 2 Autumn 1 if required)**

We use a synthetic phonics programme called Read, Write, Inc. produced by Ruth Miskin. Read, Write, Inc. is a method of learning, centred around letter sounds and phonics, blending sounds together to read and spell words, and applying these skills across the curriculum.

Using Read Write, Inc. the children learn to read fluently so that they can put all their thinking into comprehending what they read. It also allows them to spell effortlessly so that they can focus on composing what they write. Read, Write, Inc. lessons include reading and writing activities, allowing the children to apply their phonic skills to both.

The children are assessed and then taught according to their ability and they work with a teacher or teaching assistant on the Read Write Inc. programme. The children are continuously assessed by the class teacher, to ensure that they move through the programme at a good pace. Every 6-8 weeks, all children are assessed and are regrouped according to their phonic knowledge and fluency when reading.

# Reading

The children will:

* Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
* Learn to read words using sound blending (Fred talk).
* Read lively stories featuring words they have learnt to sound out.
* Show that they comprehend the stories by answering ‘Find It’ and ‘Prove It’ discussion questions.
* Take home Read Write Inc. Book Bag Books to consolidate their reading skills.

# Writing

The children will:

* Learn to write the letters/letter groups which represent the 44 sounds.
* Learn to write words by saying the sounds and graphemes (Fred fingers).
* Learn to say and write simple then more complex sentences.
* Compose stories based on picture strips.
* Compose a range of texts using discussion prompts.

# Speaking and Listening- Partner work

The children work in pairs to:

* Answer every question.
* Practise reading with a partner.
* Take turns in talking to each other.
* Give positive praise

**Whole Class Shared Reading through VIPERS**

**Year 2 to Year 6**

Our approach to Whole Class Shared Reading aims to teach the essential skills needed to be an effective reader in order to empower children to read and understand any text they may encounter now and in the future.

We use Vipers to help children learn the 6 most essential skills of reading and teach these sequentially as a child journeys from Year 2 to Year 6.

**What are Vipers?**

VIPERS is an acronym to aid the recall of these 6 key reading strategies.  They are the key skills which we feel children need to master in order to fully understand what they read.

VIPERS stands for

**V**ocabulary

**I**nference

**P**rediction

**E**xplanation

**R**etrieval

**S**equence or **S**ummarise

Each of these 6 skills focus on the comprehension aspect of reading and not the mechanics such as decoding and fluency.  VIPERS is a method of ensuring that teachers ask, and children are familiar with, a range of questions.  They allow the teacher to track the type of questions asked and the children’s responses to these which allows for targeted questioning afterwards.

Whole Class Shared Reading using Vipers is taught, every day, from Year 2 to Year 6 to match year group expectations of the National Curriculum. An adaptable 5-day timetable focuses on the Key Priorities for each year group to ensure skills are taught and mastered progressively.

Texts are selected by the year group teachers to ensure they link to the children’s past, present and future learning.

**Independent Reading and Reading for Pleasure**

The amount of time children spend reading independently is the best predictor of their overall literacy and language achievement. It helps children to build fluency and become self-reliant readers.

In Reception and Year 1 children read from RWInc ‘Book Bag’ books which are matched to their current RWInc ‘band’ and library books chosen from their class or school library. From Y2 to Y6 children read through Book Banded books and progress through these colour bands until deemed a ‘free reader’. There is no expectation that a child must read every book in each band before progressing and teachers ensure they have assessed a child’s fluency, decoding, pace and comprehension before moving them on a band.

Time is given each day to independent reading activities so children can engage in reading a text of their own choosing. During this time, teachers will listen to children read individually to monitor and support their fluency and pace. Furthermore, teachers assess the mechanical reading skills such as decoding or fluency. Teachers keep a running record of these sessions.

Independent reading activities are an integral part of their home learning each week. All children are expected either to read independently or to their parent at least 3 times a week and record details in their Reading Record or Homework Diary.

**Assessment**

Formative assessment is continually occurring, on a daily basis, in the classroom to inform teacher planning and identify whole class or individual issues. Termly assessment tasks are set throughout the year to gauge attainment and measure progress. More importantly these assessments allow teachers to identify gaps in reading skills and knowledge so that teachers can act accordingly and put the correct provision in place.

**Class and School Libraries**

Quality reading books, in a variety of genres are available in every classroom on the ‘Reading Trolley’ which teachers and children update and replenish on a regular basis. Book Banded books are available to all children in Key Stage 1 and 2 in a centralised area.

We have 2 school libraries which house a range of fiction and non-fiction titles for children to access. The Key Stage 1 and 2 libraries are maintained and looked after by a small team of Library Champions who are selected every term through our school selection process.

**Subject Libraries –**

**Widening Reading Opportunities across the Curriculum**

Subject specific reading is prioritised to connect children to each subject via a love of reading. Our subject libraries are designed to encourage and build the habit of reading widely and often, for both pleasure and information, as well as:

* acquire a wide appreciation of how reading can deepen our knowledge and understanding of subject specific concepts
* broaden children’s Tier 3 vocabulary
* develop children’s character by deepening their learning links
* develop children’s confidence and resilience in reading
* supporting transition into the next stage of their education

Each year group receives a different Subject Library each half term. It is expected that children will have the opportunity not only to read the books but to reflect on them, compose reviews and make recommendations to be shared across the school.

**Sharing Stories**

Listening to stories and books is an integral part of our Reading Strategy. Children listen to stories and texts being shared with them from Reception through Year 6 so they develop an appreciation of stories and learn the essential skills of storytelling and bringing books to life.