



ROWLATTS MEAD
PRIMARY ACADEMY

Rowlatts Mead Primary Academy

Phonics and Reading Policy

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1) Reading at Rowlatts Mead Primary Academy

Intent:

Our mission at Rowlatts Mead Primary Academy is to ensure that all children leave us as competent readers who are ready to enter the next stage of their education. We promote reading for pleasure through our high quality and engaging novel based curriculum and we encourage reading for knowledge to develop the children's understanding of the world. Every child at Rowlatts Mead will have access to an age and level appropriate text to take home and read independently. They will then quiz on this book through our Accelerated Reader software to ensure they have comprehended the text thoroughly.

Implementation:

Children will be exposed to a range of novels, high quality picture books, non-fiction texts and poems on a daily basis. Topics are carefully selected and matched with texts to ensure that the children are fully immersed in their learning. All literacy lessons are text focused with many units in each year group being centred on a core novel or picture book. Reading skills are taught explicitly during whole class reading in KS2 and daily RWI in the early years and KS1. Children are also given the opportunity to read and quiz independently on a daily basis during DEAR time. Teacher's plan reading carefully to ensure that children are developing the key skills required to be a 'good reader'. They use the school's reading progression documents to support them with this.

Impact:

Children enjoy reading and are excited and engaged within their literacy learning. They quiz regularly and this is monitored by class teachers and the English lead. Children are involved in discussions regarding the texts they would like to read

either in class or independently and, when appropriate, these are purchased for the school. Children who do not engage with reading are identified and then are encouraged in a variety of ways including FBI club or book clubs. Year 1 phonics results, KS1 reading results and KS2 reading results are above the national expectation.

2) Phonics and Early Reading

Our aims:

Our aim at Rowlatts Mead Primary Academy is to ensure that all children leave us as life-long readers. To enable this to happen, we work on two core areas of reading: word reading and decoding, and language comprehension (see the 2006 Rose Report on the simple view of reading). Our school follows the Read, Write, Inc scheme for our phonics teaching, which is a systematic, synthetic phonics approach that enables the children to make good progress when learning how to read. We also use PRM benchmarking and Accelerated Reader to ensure that children are accessing appropriate texts and to track their progress. Guided reading and whole class reading is used to develop children's comprehension and so that they are equipped with the skills to be a 'good reader'.

Phonics in nursery:

Children in the nursery begin with phases 1 and 2 from the 'Letters and Sounds scheme'. During this time, there is a focus on listening and attention, language and vocabulary development and hearing sounds. Once the children are secure in these areas (usually in the spring term), they move on to the set one sounds from RWI.

Phonics in the foundation stage:

The majority of the children in the foundation stage will work through set 1 and 2 of the RWI scheme. Some children may also complete set 3. Phonics is a core element of the teaching of reading in EYFS and is therefore taught daily. Children are provided with a reading book that is compatible with the phonics sounds they have learnt and they are encouraged to read this both in school and at home with their adult.

Phonics in KS1:

By the end of year 1, it is expected that the vast majority of pupils will be secure in all three sets of sounds from RWI and will have worked their way through the progression of RWI books. As in the early years, children will take a book home that is compatible to the sounds that they have been learning in class. Teachers will also incorporate sounds that are not covered by the scheme as well as 'real and alien' words as is required for the end of year 1 phonics screening check. During the autumn term of year 2, teachers recap the sounds before moving on to spelling rules and application of sounds activities. Children are also benchmarked in KS1 and, when appropriate, they begin to access Accelerated Reader.

Phonics in KS2:

Children in KS2 that still require phonics are taught in a small focused group each day. This is a fast paced session that works through the sounds they require. It is expected that children in KS2 cover 2-3 sounds a week. To ensure that children make the maximum progress in these groups, they are carefully and regularly assessed by the SENCO. Children in phonics intervention groups also take home an appropriate, phonetically decodable text home with them each day.

Expectations:

We expect that the majority of our children will be exposed to, with some being secure in, all set 1 and 2 sounds by the end of EYFS. We expect that the vast majority of children will be secure in all of the sets by the end of year 1. Due to the systematic nature of the RWI scheme, our children achieve incredibly well in the end of year 1 phonics screening check.

Organisation and planning:

Children are grouped by ability to ensure that they are being taught the appropriate sounds. Regular assessments, by both the class teacher, as well as the deputy head, ensures that these groupings remain accurate.

All members of staff at Rowlatts Mead Primary Academy are RWI trained and all have been provided with the RWI handbook to support with planning. Please see the handbook for further information regarding planning.

Assessment

EYFS- RWI assessments are used within the early years when the children finish a set of sounds.

Year 1- RWI assessments, PRM Benchmarking and Accelerated Reader for more able readers.

Year 2- RWI assessments for those who require them, PRM Benchmarking and Accelerated Reader (for most children by the end of year 2).

KS2- RWI assessments for those who require them and Accelerated Reader.

3) Phonics expectation term by term.

	Autumn Term	Spring Term	Summer Term
Nursery	Letters and sounds phases 1 and 2- developing listening and attention skills. Language acquisition and vocabulary development.	75% of children will begin set 1 of RWI. 25% will work in a small group continuing with letters and sounds.	100% of children working within set 1 of RWI. 25% of these children still working in a small group.
Foundation Stage	60% of children begin set 1 RWI. 40% of children set 1 Letters and sounds developing listening skills.	75% accessing set 1 RWI. 15% will work in a small group continuing with letters and sounds	25% working within set 1 RWI 50% Set 2 RWI 25% Set 3 RWI
Year 1	50% Working within Set 1 RWI 30% - Working within Set 2 RWI 20% - Working within Set 3 RWI	15% Working within Set 1 RWI and receiving intervention. 30% - secure within Set 2 RWI 55% working within Set 3 RWI (of these 20% are secure)	20% secure set 2 (beginning set 3) 80% secure in all sounds.
Year 2	Recap of all taught sounds- 90% of children are expected to be secure in these.	Any children that still require phonics will continue with RWI interventions on a daily basis.	Any children that still require phonics will continue with RWI interventions on a daily basis. Any child who failed the year 1 phonics screening will retake it.

4) Reading years 2 – 6

Year 2

During the autumn term of year 2, children will continue with a short burst phonics session at the beginning of their Literacy lesson to ensure that all sounds are well embedded and that all children have a secure understanding of all sounds. Children who require phonics beyond this, will have a RWI intervention with a trained member of staff 3 times a week. Phonics is also used throughout the year to support with the learning of spelling rules.

Alongside this, children will take part in 30 minute discrete reading sessions, three times a week. During these sessions, the children will start off with a short teacher guided starter where they will practise a reading skills such as predicting or wondering. They will then either work in a small guided group practising their comprehension or independently on a range of reading based activities.

KS2

In KS2, children study novels, picture books and non-fiction texts in Literacy lessons through our novel based curriculum. Alongside this, they will take part in 30 minute discrete whole class reading sessions three times a week. During these sessions, children are taught a range of skills including predicting, summarising, pronoun tracking and making links. They will be given an opportunity to practise these skills with challenging fiction texts, non-fiction texts and poetry. Children will also be taught how to answer a range of comprehension questions and they are given weekly opportunities to apply this.

Speaking and listening

At Rowlatts Mead, we recognise the close links between reading and speaking and listening skills. Therefore, all year groups work on developing fluency, intonation, volume and expressions within literacy and reading lessons. All year groups will present and deliver a speech or presentation of varying length (depending on their age) throughout the academic year. As a Voice 21 school, opportunities for both exploratory and presentational talk are planned in and explicitly taught throughout the year. Developing confident speakers who can engage in talk for a range of audiences and purposes is a core element of our literacy teaching.

5) Reading progression document

Reading curriculum overview		<u>Autumn 1</u> <u>Who am I?</u>	<u>Autumn 2</u> <u>What can we celebrate?/ What is Autumn?</u>	<u>Spring 1</u> <u>What Superhero would you be?/Who helps us?</u>	<u>Spring 2</u> <u>Once upon a time, what happened in the end?</u>	<u>Summer 1</u> <u>How do things grow and change?</u>	<u>Summer 2</u> <u>What did we see at the farm?</u>
FS1	Book/Text	Phase 1 phonics (Letters and sounds)	Phase 1 phonics (Letters and sounds)	RWI set 1 sounds alongside phase 1 phonics Start introducing HFW (1 every 3 weeks)	RWI set 1 sounds alongside phase 1 phonics Start sending home dandelion readers to those who are ready	RWI set 1 sounds	RWI set 1 sounds
	Focus	Listening and attention Recall Body and percussion sounds Blooms questioning	Rhythm and rhyme Initial sounds	Blending and segmenting Reading CVC words	Reading simple captions / simple sentences	Reading simple captions / simple sentences Consolidation	Consolidation
	Linked books/texts	Spot goes to school Owl babies The large family	Meg and Mog The Scarecrows wedding The Birthday Crown Peace at Last Animals of the Nativity	Supertato Superworm Burglar Bill Hairy Maclary: Rumpus at the Vets Ness the Nurse	Mr Wolfs Pancakes The Three little pigs The three billy goats gruff Goldilocks and the three bears	Jasper's Beanstalk The crunching munching caterpillar Look out Ladybird	What the ladybird heard Farmer duck The Train Ride

Reading curriculum overview		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
FS2	Book/Text	Phase 1/RWI	Phase 1/RWI LA- Green words MA- simple sound books HA - Ditty- Red High Frequency words to match home books.	RWI Set 1/2 LA- Simple sound books MA- Ditty-Red HA- Green RWI High Frequency words to match home books.	RWI Set 1/2 LA- Ditty- Red MA- Green RWI HA- Purple RWI High Frequency words to match home books.	RWI Set 2 LA- Ditty- Red MA- Green RWI HA- Purple RWI High Frequency words to match home books.	RWI Set 2 Set 3 if ready. LA- beginning to be exposed to green RWI MA- Purple RWI HA- Pink RWI High Frequency words to match home books.
	Focus	Sound/word reading. Listening and attention Recall Body and percussion sounds Blooms questioning	Sound/word reading. Listening and attention Recall Body and percussion sounds Blooms questioning	Reading words and captions.	Reading captions and sentences. Reading simple story books applying their phonics learning.	Reading captions and sentences. Reading simple story books applying their phonics learning.	Reading captions and sentences. Reading simple story books applying their phonics learning.
	Linked books/texts	See writing progression document	See writing progression document	See writing progression document	See writing progression document	See writing progression document	See writing progression document

Reading curriculum overview		<u>Autumn 1 Leicester</u>	<u>Autumn 2 Seasons What do Hindu's believe?</u>	<u>Spring 1 The three little pigs.</u>	<u>Spring 2 Garden</u>	<u>Summer 1 Dinosaurs</u>	<u>Summer 2 Animals</u>
Year 1	Book/Text	RWI Ditties/RWI Green	RWI Green/RWI Purple and possibly Pink	RWI Purple/ RWI Orange and Yellow	RWI Purple/ RWI Orange and Yellow	RWI Purple/ RWI Orange and Yellow	RWI Purple/ RWI Orange and Yellow
	Phonics Reading Focus	Reading captions and sentences. Reading simple story books applying their phonics learning.	Reading sentences- still segmenting. Predicting Wondering Red words. Some children accessing AR.	Reading sentences with increasing fluency. MA moving away from segmenting. Predicating Wondering Red words.	Most children moving away from segmenting. Predicting Wondering Red words.	Most children moving away from segmenting. Predicting Wondering Red words. Read to an audience.	Most children moving away from segmenting. Predicting Wondering Red words. Read to an audience. Around 50% of the cohort to be accessing AR.
	Guided Reading	LA- Set one sounds/ditties and Green MA- RWI Purple and Pink HA- RWI Purple and Pink	LA- Set one sounds/ditties and Green MA- RWI Purple and Pink HA- Purple and Pink	LA- Purple and Pink MA- Orange and Yellow HA- Guided reading books age 6 Fiction	LA- Purple and Pink MA- Orange and Yellow HA- Guided reading books age 6 Non-fiction	LA- Orange and Yellow MA and HA- Guided reading books age 6 Fiction	LA- Orange and Yellow MA and HA- Guided reading books age 6 non-fiction
	Linked books/texts	Everyone's welcome books.	Non-fiction books on light, dark, seasons. Stories linked to festivals and celebrations.	The different versions of the story. Daily fruit and story time – traditional tales.	Jack and the Beanstick and different versions. Daily fruit and story- Oliver's vegetables The enormous Turnip.	Harry and his bucketful of dinosaur's books. Dinosaur non-fiction	Animal poetry in daily fruit and story time. Animal stories Animal non-fiction

Reading curriculum overview		<u>Autumn 1</u> <u>What makes our planet extraordinary?</u>	<u>Autumn 2</u> <u>The Victorians</u>	<u>Spring 1</u> <u>The Great Fire Of London</u>	<u>Spring 2</u> <u>The Great Fire Of London</u>	<u>Summer 1</u> <u>Why is the sun so important?</u>	<u>Summer 2</u> <u>What is the Ocean?</u>
Year 2	Book/Text	Recap of all set phonics sounds. RWI session each afternoon instead of guided reading and then only 1 whole class reading focus.	Recap of all set phonics sounds. Carousel of activities: guided reading with a teacher, guided comprehension group, independent reading group and vocabulary development activity. RWI Group for those children that require it 3 x weekly.	Carousel of activities: guided reading with a teacher, guided comprehension group, independent reading group and vocabulary development activity. RWI Group for those children that require it 3 x weekly.	Carousel of activities: guided reading with a teacher, guided comprehension group, independent reading group and vocabulary development activity. RWI Group for those children that require it 3 x weekly.	Carousel of activities: guided reading with a teacher, guided comprehension group, independent reading group and vocabulary development activity. RWI Group for those children that require it 3 x weekly.	Carousel of activities: guided reading with a teacher, guided comprehension group, independent reading group and vocabulary development activity. RWI Group for those children that require it 3 x weekly.
	Good Readers do...Focus	Predicting Wondering. Clarifying unknown words	Predicting wondering Clarifying Visualising	Predicting wondering Clarifying Visualising	Predicting wondering Clarifying Visualising	All taught reading skills and question types in preparation for KS1 SATs.	All taught reading skills and question types in preparation for KS1 SATs.
	Question Type Focus	N/A- phonics focus due to missed school.	Direct Retrieval. Inference	Direct Retrieval. Inference	Direct Retrieval. Inference Ordering events	All taught reading skills and question types in	All taught reading skills and question

			Vocabulary and word work.	Vocabulary and word work.	Vocabulary and word work.	preparation for KS1 SATs.	types in preparation for KS1 SATs.
	Linked Books/Texts	Meerkat Mail, Lila and the Secret of Rain, Brilliant Reader	The Secret Diary of Jayne Pinney, You Wouldn't Want to be a Victorian Schoolchild, Vile Victorians, Brilliant Reader	You Wouldn't want to be in the Great Fire of London, Vlad and the Great Fire of London, Brilliant Reader		The Little Gardener, Oh Say Can You Seed?, Jack and the Beanstalk, Brilliant Reader	The Coral, Kingdom, The Big Book of the Blue, A First Book of the Sea, Brilliant Reader

Reading curriculum overview		<u>Autumn 1</u> <u>What makes Britain Beautiful?</u>	<u>Autumn 2</u> <u>Stone Age</u>	<u>Spring 1</u> <u>Extreme Earth</u>	<u>Spring 2</u> <u>Extreme Earth</u>	<u>Summer 1</u> <u>Romans</u>	<u>Summer 2</u> <u>Romans</u>
Year 3	Book/Text	Various fiction and non-fiction texts and extracts.	Scaara Brae Secrets of Stonehenge Non Fiction	The Paninis of Pompeii Fiction	Various non-fiction texts about extreme earth.	The time travelling cat and the Roman Eagle Fiction	Various non-fiction texts on The Romans
	Good readers do...Reading Focus	Carousel to fill gaps due to missing school. Activity one: reading for fluency Activity two: Reading comprehension Activity three: Simple grammar activity.	Clarify unknown words. Read for Knowledge Skim and Scan Wonder and ask questions.	Predication Visualise Order events Infer Skim and scan Wonder and ask questions.	Clarify unknown words. Read for Knowledge Skim and Scan	Predication Visualise Order events Infer Skim and scan Wonder and ask questions.	Clarify unknown words. Read for Knowledge Skim and Scan Wonder and ask questions
	Question types focus	Retrieval	Retrieval Fact and opinion True or false. Word work.	Retrieval Inference	Retrieval Fact and opinion True or false. Word work.	Retrieval Inference Summarise	Retrieval Fact and opinion True or false. Word work.
	Linked books/texts	N/A	The Stone Age		Various non-fiction texts about extreme earth.	Rotten Romans Ruthless Romans Look Inside Roman Town See Inside Ancient Rome	Rotten Romans Ruthless Romans Look Inside Roman Town See Inside Ancient Rome

Reading curriculum overview		<u>Autumn 1</u> <u>The Industrial Revolution</u>	<u>Autumn 2</u> <u>South America</u>	<u>Spring 1</u> <u>Chocolate</u>	<u>Spring 2</u> <u>Chocolate</u>	<u>Summer 1</u> <u>Ancient Egypt</u>	<u>Summer 2</u> <u>Ancient Egypt</u>
Year 4	Book/Text	Life during the industrial revolution (non-fiction).	Journey to the River Sea (Novel)	The story of chocolate and From Bean to Bar (Non-fiction)	Roald Dahl Books and extracts (Fiction) Roald Dahl Revolting Rhymes	Awesome Egyptians (lengthy non-fiction)	The Scarab's Secret (Picture Book)
	Good readers do... Reading focus	Reading for knowledge Skimming and scanning Vocabulary	Predicating Wondering Visualising Vocabulary Inference Summarising	Reading for knowledge Skimming and scanning Vocabulary	Predicating Wondering Visualising Vocabulary Inference Summarising Themes	Reading for knowledge Skimming and scanning Vocabulary Summarising	Predicating Wondering Visualising Vocabulary Inference
	Question types focus	True or false Fact and opinion Retrieval Comparison Word Work	Retrieval Inference Word work Ordering events Summarising	True or false Fact and opinion Retrieval Comparison Ordering events	Retrieval Inference Word work Summarising	True or false Fact and opinion Retrieval Comparison Ordering events Summarising	Retrieval Inference Word work
	Linked books/texts	Oliver Twist This is London	The Great Kapok Tree Neon Leon The Tin Forest Various non-fiction books on the Rainforest	Charlie and the chocolate factory The glass elevator	Charlie and the chocolate factory The glass elevator Whole selection of Roald Dahl. Michael Rosen Chocolate Cake	Egyptian Cinderella Atlas of Adventures Various non-fiction texts on Egypt.	Egyptian Cinderella Atlas of Adventures Various non-fiction texts on Egypt.

Reading curriculum overview		<u>Autumn 1</u> <u>7 weeks</u> <u>Garbage Guts</u> <u>Poetry Reading Focus</u>	<u>Autumn 2</u> <u>7 weeks</u> <u>The Vikings</u>	<u>Spring 1</u> <u>6 weeks</u> <u>Earth and Space</u>	<u>Spring 2</u> <u>5 weeks</u> <u>Earth and Space</u>	<u>Summer 1</u> <u>7 weeks</u> <u>Golden Age of Islam</u>	<u>Summer 2</u> <u>6 weeks</u> <u>What makes me a good Citizen?</u>
Year 5	Book/Text	The seed that grew the tree (Poetry book) x 5 weeks Science non-fiction texts from The Book of big Science Ideas x 2 weeks	Dirty Rotten Vikings (Non fiction)	100 things to know about Space (Non fiction)	Curiosity by Markus Motum (picture book)	Planet Omar (Novel)	Planet Omar (Novel)
	Good Readers Do... Reading focus	Vocabulary and language choice, Developing strategies for unknown words. Rhythm of poetry. Visualisation, themes.	Developing vocabulary. Reading for knowledge. Skimming and scanning. Pronoun tracking	Developing vocabulary. Reading for knowledge. Skimming and scanning.	Predict, visualise, summarise.	Predict, visualise, summarise, infer Themes	Predict, visualise, summarise, infer Themes
	Question type focus	Retrieval Word work Inference	Retrieval Comparing Test strategies	Retrieval Word work Fact and opinion True and false	Inference Ordering events	All taught question types. A strong inference focus. Test strategies	All taught question types. A strong inference focus. Test strategies

	Linked books/texts	Pollution non-fiction texts. The Usborne Book and Poetry. Science non-fiction texts	Odd and The frost giants The History Detective: Vikings	Where we once stood Non-fiction texts on Space.	Where we once stood Non-fiction texts on Space.	Non-fiction texts linked to Islam	The Promise Non- Fiction books linked to the UK Atlases
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Reading curriculum overview		<u>Autumn 1</u> William Shakespeare – 4 weeks	<u>Autumn 1 and Autumn 2</u> WW2 – 10 weeks	<u>Spring 1</u> Electricity Titanic – 6 weeks	<u>Spring 2</u> Titanic- 5 weeks	<u>Summer 1</u> Evolution – 7 weeks	<u>Summer 2</u> Evolution
Year 6	Book/Text	Shakespeare’s Sonnets	Non-fiction texts based on the start of WW2. (Blitz, evacuees, rationing) 3 weeks Rose Blanche by Roberto Innocenti. 3 weeks Anne Frank’s Diary and her story. Non-fiction. 4 weeks	Science book of big ideas (non-fiction) x 2 weeks Survivor Titanic Novel x 4 weeks	Survivor Titanic Novel x3 The man who walked between two towers- 2 weeks	A variety of fiction, non-fiction texts and poems in preparation for the SATs.	Evolve or die non-fiction books.
	Good Readers Do... Reading Focus	Clarify unknown words and have strategies to support with this. Language development. Themes and connections between each of Shakespeare’s stories. (Blooms analysis skills).	Reading for knowledge Skim and scan Clarify unknown words Infer Summarising Predicting Picking out themes Visualising	Reading for knowledge Skim and scan Clarify unknown words Infer Summarising Predicting Picking out themes Visualising	Inference – impression, suggest. Summarising Predicting Picking out themes Visualising	Predict Visualise Summarise Skim and scan Compare Order event Pick out themes Infer Clarify	Reading for knowledge Skim and scan Clarify unknown words Summarising

	Question type focus	Word work Comparing and contrasting.	Retrieval Inference Ordering events Fact and opinion True and false Summarising	Retrieval Inference Word work Ordering events Fact and opinion True and false Summarising	Retrieval Inference Ordering events Fact and opinion True and false Summarising	All question types in preparation for the SATs	Application of all taught question types.
	Linked books/texts	The collection of Shakespeare novels by Tony Ross. What's so special about Shakespeare? by Michael Rosen.	Various non-fiction books on WW2 Anne Frank non-fiction. Wave me goodbye by Jacqueline Wilson Goodnight Mr Tom Umbrella Mouse Carrie's War Hitler's Canary The Lion, the Witch and the Wardrobe Then and Once by M.G Hitler's Rabbit Maus graphic novel. The boy at the top of the mountain.	Non-fiction books on Electricity. The boy at the back of the class. The star outside my window. Where the world turns wild.	Cross sectional book of The Titanic. Non-fiction books about the Titanic Disaster. Good night stories for rebel girls Ladybird tales of Adventurous girls Stories for boys who dare to be different. Little Leaders books.	CGP SATs packs Past papers	Origins of evolution Charles Darwin non-fiction texts.

6) Reading skills progression

<u>Phase</u>	<u>Reading Skill</u>	<u>Sentence Stems</u>
KS1and KS2	Predicting	I think... I predict... Because of this, I now think....
KS1and KS2	Wondering	I wonder.... I am thinking that.... This makes me question whether....
KS1 and KS2	Visualisation	In my head I see... I can see.... This text makes me see...
KS1 and KS2	Vocabulary	This word means... From using the text, I think that this means... I have read around this word and I now think it means...
KS1 and KS2	Inference	I think... Because of this, I think... This tells me...
KS2	Reading for knowledge	I have read this and I now know... This text tells me about...
KS2	Skimming and scanning	I have found... I have read around this word and now know...
KS2	Making links	Earlier I found out.... Now I know...

		I think...
KS2	Changing your mind	Because of this, I now think.... Before I thought But now I think...
KS2	Themes	This text has a theme of.... I think the themes in this text are... because... This makes me feel...
Year 5 and 6	Pronoun tracking	This pronoun is talking about... This part of the text refers to....

7) Reading question types progression

<u>Phase</u>	<u>Reading Skill</u>	<u>Sentence Stems</u>
KS1and KS2	Direct Retrieval	Who, what, where, when
KS1and KS2	Inference	Why did they do this? What does this tell you?
KS1 and KS2	Fact and opinion	Is it a fact or an opinion?
KS1 and KS2	True or false	Is this true or false?
KS1 and KS2	Word Work/ Word meaning	What does this word mean? Why is this word used? What does this word tell you about...?
KS2	Comparing questions	Why has the author compared this to this?
KS2	Impression and suggest inference style questions.	What does this suggest? What impression do you get of...?
KS2	Summarising a text or section of a text.	What would be an appropriate title for this section on the text? Can you give the gist of this text?
KS2	Predicting what might happen next	What might happen next in the story? Use evidence from the text.
KS2	Ordering events	Order the events from the text.

8) Reading for pleasure and independent reading

Reading for pleasure

Developing lifelong, enthusiastic readers is one of our key aims here at Rowlatts Mead Primary Academy. In order to achieve this, we provide all of our pupils with a book rich curriculum that is full of high quality, diverse and engaging texts. All literacy at Rowlatts Mead, is taught through a novel, picture book or non-fiction text and our wider curriculum is regularly supplemented with fiction and non-fiction books. Children are encouraged to select books both appropriate for their comprehension level and of varying themes and genres. Across the school, a variety of strategies are used to promote the love of reading including: our novel based curriculum, a fantastic, calm and well stocked library, book clubs, FBI club, Millionaire's celebrations and through pupil voice. Pupils across the school are asked on a regular basis what books, authors and genres interest them and we purchase books from the children's wish list every year. Representing our diverse and multicultural society is incredibly important to use and therefore all classes use a range of texts which may include BAME characters, disabled characters or books that explore LGBTQ+. These books have been carefully selected to ensure they are appropriate and accessible for the age of the child.

Independent Reading

In the EYFS and in Year 1, children will be sent home with a phonetically decodable book which links closely to the sounds the children have been studying in class. When appropriate, these children may also be allowed to choose an appropriate reading for pleasure book which will supplement their phonics book.

In Year 2 (when appropriate) and in KS2, children will access Accelerated Reader which analyses their comprehension levels and assigns them a ZPD (zone of proximal development) range to ensure they are accessing appropriately challenging texts. Children complete STAR test once a term to ensure that they are making good progress and teachers and LSAs track the pupil's independent reading through Accelerated Reader on a weekly basis. If children are struggling to engage, the class teacher or Literacy lead will have a discussion with them to see if they can overcome any barriers. A variety of strategies are used to overcome barriers to reading such as: library club, book clubs, the Accelerated Reader Progression Drive, FBI club for reluctant readers and through the purchasing of preferred books. A restricted section is available in the library for our very able readers in years 5 and 6. Although, we do not have 'free readers', this section enables able children to read books with more challenging themes.

9) Changes in light of COVID-19

Although our reading provision at Rowlatts Mead is rigorous and well planned, there are some changes that have been specifically made in light of COVID-19. EYFS and Year 1 have planned in additional RWI sessions and are beginning their novel based approach slightly later than usual to ensure that phonics is beginning to become well embedded. Year 1 will also be using their DEAR time slot to add in an additional RWI session.

Year 2 have planned to recap all previously taught sounds during the Autumn term and an intervention group for RWI will continue for those children that require phonics after this point.

In KS2, phonics intervention groups will begin from September for those children who still require them. In Year 3, a specific RWI group has been planned in to the daily DEAR time slot as we are aware that some children were still accessing RWI 3 times a week in Year 2. An additional push on reading for fluency and developing strategies for unknown words have been planned in to each year groups' medium term plan.

We believe that this, alongside our book rich curriculum, will ensure that our pupils make accelerated progress next academic year and that this will help to bridge some of the gaps caused by COVID-19.