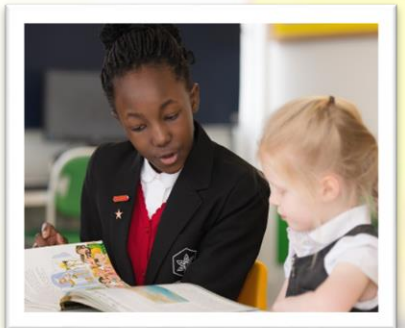
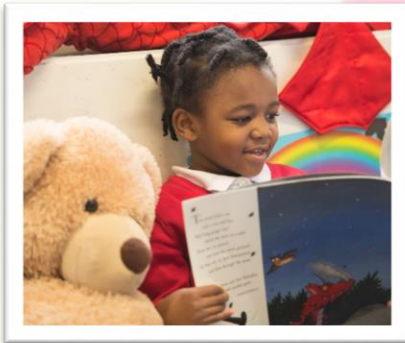


# Reading at Abbotsweld



### Reading at Abbotsweld:

1. Summary of the Reading Strategy
2. Non-negotiables:
  - Phonics
  - Talk for Reading lessons
  - Comprehension lessons
  - Daily read aloud programme
  - Sustained reading
  - Home-reading books
  - Book corners
  - Book displays
  - Wall library
  - Pinny time (EYFS/KSI)
3. Reading Progression Document
4. Pleasure for Reading Opportunities:
  - Reading Café
  - Mystery Reader
  - Cosy Reading
  - Parent Reading
  - Reading Buddies
  - Reading shed
  - Book swap
  - You Tube Stories
  - Book corners
  - Library visits

1. Summary of the Reading Strategy explains our overview of reading in our school.

2. Non-Negotiables are the timetabled and embedded programmes and strategies we use to teach reading.

3. The Reading Progression Document highlights how reading develops year after year in each year group.

#### 4. Pleasure for Reading Opportunities:

After looking at the Teachers as Readers (TaRs) findings (Cremin *et al*, 2016), it was clear that our teachers had to 'develop their knowledge of children's literature and other texts' and as an academy we had to further develop 'a reading for pleasure pedagogy'. As part of further developing a reading for pleasure pedagogy, we would focus on four areas:

Reading aloud;

Informal book talk and recommendations;

Independent reading time and

Reading environments.

The initiatives introduced to develop a reading for pleasure pedagogy all focus on one, or more, of these four areas.

## Abbotsweld Primary Academy – Summary of the Reading Strategy

In line with the Oxford School Improvement Document (2017), we:

Place reading and books at the heart of our curriculum

Recognise that being able to read well is a key life skill for children, whatever their background

Believe that every child can learn to read with the right teaching and support

Acknowledge that not all children will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school – just like any other area of the curriculum

Build time for all children to read independently, read aloud and be read to during the school day

Develop a coherent whole-school strategy for promoting reading for pleasure

Spend money and time to support reading, including buying books and developing the school environment to support reading

Believe that every teacher should be an advocate for reading

Devote time to training staff so they are equipped to support children's enjoyment of reading

Involve parents to ensure the culture of reading that the school has developed extends into the home.

At Abbotsweld, we have a relentless focus on reading. All children will learn to love books, and the school is prepared to make this an absolute priority.

Supporting Staff	<ul style="list-style-type: none"> <li>• A range of teachers and SLT attended reading CPD from the Essex reading project. Staff who attended fed back to other staff for good practice</li> <li>• Phonics lead delivers weekly coaching to staff and carries out daily drop ins</li> <li>• All staff have access to the RWI portal, containing a wide range of training videos</li> <li>• RWI development days are due to take place for all staff</li> <li>• Talk for Reading approach introduced.</li> <li>• Collaborative planning sessions to plan reading lessons.</li> <li>• TLT focuses on the teaching of reading in KS1 and KS2</li> <li>• Deep dives take place and feedback to staff on next steps</li> <li>• Team teaching and coaching with teachers.</li> <li>• Opportunities to watch senior members of staff teach reading.</li> <li>• CPD sessions to imbed Talk for Reading approach.</li> </ul>
Teaching the Reading Curriculum	<p><b>In summary:</b></p> <ul style="list-style-type: none"> <li>• RWI to teach phonics from EYFS and throughout KS1 (see separate phonics guidance).</li> <li>• Talk for Reading approach, whilst encapsulating VIPERS to teach reading in KS1 and KS2</li> <li>• I:I reading with all children weekly in KS1 and bi-weekly in KS2.</li> <li>• Keep up sessions using analytic phonics for targeted children in KS2</li> <li>• Targeted reading interventions for children with SEND (catch up reading)</li> <li>• English writing lessons are planned around high quality engaging texts to further develop a love of reading. This also gives children the opportunity to engage with authors and books that they may have not chosen themselves.</li> <li>• Daily sustained silent reading time (SSR) to develop independent readers.</li> <li>• Daily class story through our daily read aloud programme.</li> <li>• Reading is promoted across the wider curriculum (book shed, story snug)</li> </ul>

Engaging parents	<ul style="list-style-type: none"> <li>• Reading set as homework and reading records given to every child to support communication with parents.</li> <li>• Reading challenges provided to all children around reading at home.</li> <li>• Annual phonics training for parents to support the teaching of phonics at home (scheduled for Autumn 2)</li> <li>• Opportunities for parents to learn how to support reading through reading café's.</li> <li>• 'Book swap trolley' for children to swap books to read at home.</li> </ul>
The reading environment	<ul style="list-style-type: none"> <li>• Inviting library which all children can access.</li> <li>• Children to have access to the reading shed during social times.</li> <li>• Inviting book areas which are easily accessible in all classrooms.</li> <li>• Displays around the school focusing on reading, e.g. spotlight author, reading trees etc.</li> <li>• High profile of reading around the school</li> </ul>
Targeting resources	<ul style="list-style-type: none"> <li>• A range of reading resources are available to children. Money has been invested in new books across a range of genres.</li> <li>• Books have been purchased to support the wider curriculum (Book Shed).</li> <li>• Big Cat Collins banded reading books purchased for KS1 (once they have completed the RWI programme and KS2).</li> </ul>
Celebrating reading	<ul style="list-style-type: none"> <li>• Books are celebrated daily through book talk.</li> <li>• Reading themed days, e.g. world book day.</li> <li>• Good links with our local library</li> <li>• High quality texts are imbedded in our Collective Worship schedule and allows children to enjoy books as a community.</li> <li>• Pupil voice - Librarians are well established, resulting in a raised reading profile around the school.</li> </ul>



## Phonics



### Pitch

EYFS ☒

Key Stage One ☒

Lower Key Stage Two ☐

Upper Key Stage Two ☐

### Why?

Learning to read

Focussed teaching of decoding sounds and blending

Focused group reading relevant to the ability of that group

Immediate feedback

Focussed reading questions

Linking taught reading sounds to writing and spelling

Fluency of reading by reading the same text multiple times

Engagement in responding to texts

Hearing modelled expression, fluency and intonation

### Impact

Improved fluency

Improved comprehension

Develops independent reading

Develops pupil's comprehension

Pupils respond to texts appropriately at the correct attainment level

### What does it look like?



### What is this?

The Read Write Inc phonics programme provides a structured and systematic approach to teaching reading and is designed to create fluent readers, confident speakers and willing writers. Phonics is taught daily for 60 minutes. Children are grouped according to their most recent assessment and reading teachers can flag children who are making accelerated progress or who might need some additional help. Each session must start with a 10 minute speed sound lesson where a new sound is taught and children have the opportunity to read words containing that sound. These sounds are then reviewed regularly. This is followed by a spelling, reading and writing session. Year 1 should also have a short afternoon session to consolidate learning, whilst year 2 have fluency.

### What reading skills are they learning?

Decoding (segmenting and blending)

Phoneme/grapheme correspondence

Identifying singular sounds, digraphs and trigraphs

Vocabulary

Grammar and punctuation

Spelling

Sentence structure

Comprehension

### How often?

This happens daily for 30 minutes.

Children are assessed half termly at the end of each half term, ready to start their new phonics groups at the beginning of the next term.

	Working memory and attention Background knowledge Skim and scan Phonological awareness (manipulating the sounds verbally)	
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## Pinny time



### Pitch

EYFS ☑

Key Stage One ☑

Lower Key Stage Two ☑

Upper Key Stage Two ☑

### Why?

No lost learning

Targeted for pupil's individual needs

Cross-curricular

Quick intervention

Long term memory

### Impact

Improves long term memory

Develops knowledge across the curriculum

Pupil engagement

More opportunities for children to learn

### What does it look like?



### What is this?

During the day, teaching staff wear pinny's around their waist with phonics sound cards in, key vocabulary for topic, number cards and place value cards, where they can be shown to the children during social times, lining up or any spare minute throughout the day. Targeted children who need regular interventions for memory retention are known and the pinny time is individualised for them.

### What reading skills are they learning?

Identifying singular sounds, digraphs and trigraphs

Decoding and blending

Working memory and attention

Vocabulary

### How often?

This happens daily, multiple times a day. In EYFS, it is targeted for specific children during their continuous provision and lining up times. In KS1 and KS2 it is during break times, lunch times, and lining up.

## Talk for Reading lessons



### Pitch

EYFS ☐

Key Stage One ☒

Lower Key Stage Two ☒

Upper Key Stage Two ☒

### Why?

Fluency

Comprehension

Engagement in reading

Access to a wide variety of genres

Vocabulary

### Impact

Increased vocabulary

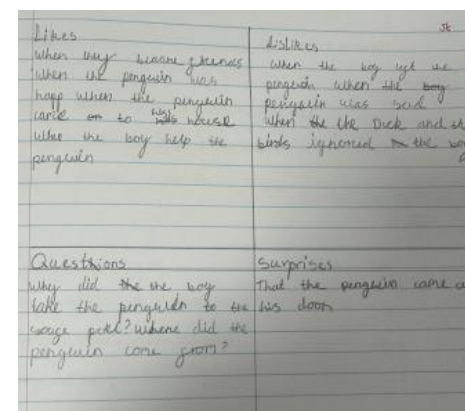
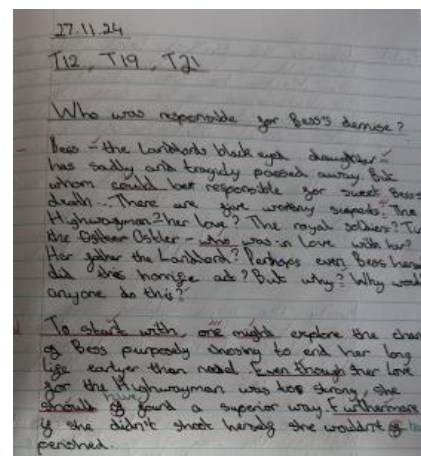
Increased comprehension

Develops a love for reading

Developed vocabulary

Increased fluency

### What does it look like?



### What is this?

The "Talk for Reading" strategy, is an approach designed to enhance students' reading and comprehension skills through spoken language. Children do this by studying high quality texts that are pitched at a reading level beyond what they can decode independently. The premise is built around the idea that oral language development plays a critical role in supporting the reading process. In this strategy, students engage in discussions, retell stories, and use imaginative talk to build their understanding of texts. The approach encourages active participation, helping students internalize vocabulary, sentence structures, and narrative techniques. By using structured, teacher-

### What reading skills are they learning?

Prediction

Vocabulary

Literal retrieval

Summary

Oral comprehension

Dialogic talk

Bit-by-bit reading

Questioning

Strategic reading

### How often?

This takes place 4 times per week in both KS1 and KS2.

guided talk activities, students develop both their language proficiency and deeper understanding of texts, making reading a more interactive and meaningful experience.

Exploring structure  
Evaluation  
Fluency

## Sustained Silent Reading



### Pitch

EYFS ☒

Key Stage One ☒

Lower Key Stage Two ☒

Upper Key Stage Two ☒

### Why?

Access to suitable texts  
Fluency  
Comprehension  
Confidence  
Engagement in reading  
Reading stamina  
Vocabulary development

### Impact

Increased fluency  
Engages children in reading  
Increased stamina

### What does it look like?

Year Group	Time- Autumn 1/2	Spring 1	Spring 2
1	5 -10mins	15-20mins	20-25mins
2	5 -10mins	15-20mins	20-30mins
3	15-20mins	20-30mins	30-40mins
4	15-20mins	20-30mins	40-45mins
5	40-45mins	40-50mins	50-60mins
6	40-50mins	50-60mins	50-60mins

### What is this?

### What reading skills are they learning?

Intensive reading

### How often?

Sustained silent reading is a quiet period during the day where children read a text that is suited to their age and ability in a relaxed and comfortable atmosphere. This is for the children to just enjoy reading without any pressure of reading aloud. It is a dedicated time to reading, with no other activities taking place during this time. Children can challenge themselves during this time by using a bookmark to set themselves goals of where to read to by the end of the session, thus increasing fluency. The purpose is to increase stamina. The children have a reading journal which they can log what they have read, and any thoughts and ideas that they have about what they have read.

Comprehension (from comments that they then write in their home/school reading and book and answering questions from the bookmark)  
Decoding and blending

This takes place in some form daily, and they build up to their year groups targeted time by the end of the week.

## Home School Reading Books



### Pitch

EYFS ☒

Key Stage One ☒

Lower Key Stage Two ☒

Upper Key Stage Two ☒

### Why?

Engagement in reading

Comprehension

Fluency

Appropriate level so increased confidence

Opportunities to read

### Impact

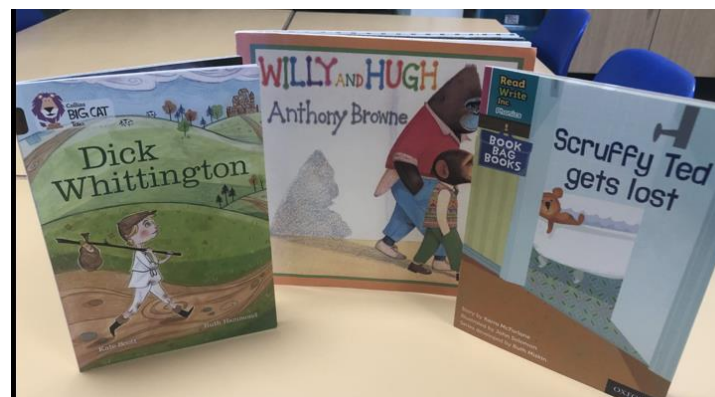
Increased fluency

Increased comprehension

Increased engagement

Children reading more

### What does it look like?



### What is this?

Children are given a book to take home that is pitched at their current reading level. In EYFS and KS1, this will be a RWI book bag book. For KS1 children, who have completed the RWI programme, they will be given a Big Cat Collins banded book. Once children have completed the Big Cat Collins programme, they will become free readers and are free to choose a book from their year group reading spine of suggested texts.

Children will bring home their reading records. Once they have read with an adult at home, please sign in their book. They will be given a sticker for each time they read. Once they have completed their sticker chart, they will receive a prize.

### What reading skills are they learning?

Decoding and blending

Fluency

Working memory and attention

Comprehension

Vocabulary

Intensive reading

### How often?

In EYFS and KS1, these books are changed once per week to allow children to focus on fluency and comprehension.

In KS2, children will change their books once they have finished them.

## Book Corners



### Pitch

EYFS ☒

Key Stage One ☒

Lower Key Stage Two ☐

Upper Key Stage Two ☐

### Why?

Engagement in reading  
Access to variety of genres  
Opportunities to read

### Impact:

Increased opportunities to read  
Promote a love for reading  
Increased enjoyment of reading  
Exposure to different genres

### What does it look like?



### What is this?

Book corners are in each classroom in Key Stage 1 and EYFS. They are filled with a variety of books with a range of genres, and the books are changed regularly with the ones in the library to ensure that the children have opportunities to read a variety of different books. Children can read for pleasure in here, and it is an inviting place for them to relax and enjoy reading.

### What reading skills are they learning?

Decoding and blending  
Vocabulary  
Accuracy  
Fluency

### How often?

This is used when necessary during quiet reading times.

## Reading displays



### Pitch

EYFS ☒

Key Stage One ☒

Lower Key Stage Two ☒

Upper Key Stage Two ☒

### Why?:

Engagement in reading

Exposure to different genres

### Impact:

Promote a love for reading

Increased enjoyment of reading

### What does it look like?



### What is this?

Reading is heavily displayed throughout the school to encourage children to read. This includes wall displays and display cabinets that show artefacts linked to the chosen book. This is to encourage children to talk about reading, which will then encourage them choosing to read.

### What reading skills are they learning?

Reasoning and background knowledge

Genre exposure

### How often?

This is on display and engaged with daily as children walk past it. It is in a prime position so that children have to walk past it multiple times a day to get to their classrooms.

## Wall library



### Pitch

EYFS ☒

Key Stage One ☒

Lower Key Stage Two ☒

Upper Key Stage Two ☒

### Why?

Engagement in reading  
Genre's clear to all children  
Access to variety of genres  
Opportunities to read

### Impact:

Increased opportunities to read  
Promote a love for reading  
Increased enjoyment of reading  
Exposure to different genres

### What does it look like?



### What is this?

The wall library has a variety of books clearly labelled with a colour that represent a genre. The genres are linked to the children's reading records, and there are artefacts to represent each genre to encourage children to get excited about reading. Reading props are situated throughout the library such as story spoons to encourage reading.

### What reading skills are they learning?

Decoding and blending  
Vocabulary  
Accuracy  
Fluency

### How often?

This is used when necessary and appropriate, however children are guaranteed access to it once per week when they change their books.

Abbotswold Primary Academy – Reading Progression Document

Reception	<ul style="list-style-type: none"><li>• Systematic synthetic phonics, using 'Read Write Inc. (RWI)', is delivered daily to children in reception.</li><li>• RWI is delivered from the beginning of Autumn term, initially whole class.</li><li>• Children are assessed and ability grouped at the end of Autumn 1.</li><li>• Children are regularly assessed (at least half termly) to ensure they are in the appropriate group.</li><li>• Children are given books to take home to practise reading. These are from RWI and are decodable.</li><li>• Daily tutoring takes place for children experiencing significant difficulty.</li><li>• In addition to phonics lessons, a whole class story is shared with reception children daily. Appropriate comprehension questions are asked about the books that are read to them.</li><li>• Children in reception also take part in 'Language for Thinking' sessions that develop reading comprehension.</li></ul>
Year 1 & 2	<ul style="list-style-type: none"><li>• RWI sessions continue in year 1.</li><li>• Children are taught in ability groups from the beginning of Autumn term and are assessed at least half termly.</li><li>• The aim is for children to complete the RWI programme by the end of autumn term in year 2. For these children, they move on to 'RWI comprehension', a 14-week programme that develops fluency and comprehension. The Comprehension programme provides a transition from Read Write Inc. Phonics to the Talk for Reading approach. There are weekly modules, each comprising specially written texts (one fiction and one non-fiction) that develop children's ability to summarise, infer and retrieve information quickly, as well improving their writing through cumulative vocabulary, grammar and spelling activities.</li><li>• In year 2, on the completion of the 14 week RWI comprehension programme, children focus on grammar, spelling and comprehension in preparation for Key Stage 2.</li><li>• Children are given books to take home to practise reading. These are from RWI and are decodable, matching the ability level from their phonics group. Once children have completed the RWI programme, they are assessed via the Big Cat Collins reading programme and given a book that aligns with their reading level, in preparation for KS2. Children are then assessed termly until they become 'free readers'.</li><li>• Daily 1:1 tutoring takes place for children experiencing significant difficulty.</li></ul>

	<ul style="list-style-type: none"> <li>• In addition to RWI sessions, a daily Reading lesson is delivered following the Talk for Reading approach. This is a short (up to 30 minutes) whole class reading session where children study high quality texts, including: fiction, non-fiction, poetry, plays ect. The focus is on reading comprehension, therefore the texts are pitched at a level higher than that of which they can decode. Then, the children respond to the text focusing on vocabulary, inference, predicting, explaining, and retrieval and summarising.</li> <li>• A weekly comprehension session is delivered, requiring the children to apply comprehension skills learnt in Talk for Reading.</li> <li>• Children are read to daily by the class teacher.</li> <li>• Children are listened to read once per week.</li> <li>• Sustained silent reading begins for up to 10 minutes in year 1, and 20 minutes in year 2.</li> <li>• All children take part in 'no lost learning' or 'pinny time' in which staff target children with phonics sounds and key vocabulary</li> <li>• Children are assessed using PIRA termly</li> </ul>
KS2	<ul style="list-style-type: none"> <li>• Children complete daily Talk for Reading sessions.</li> <li>• The sessions include: <ul style="list-style-type: none"> <li>- Daily fluency practice (a short passage used for the week is practised, with a focus on fluency)</li> <li>- Vocabulary focus (key words that the children will be exposed to in the chosen text are explicitly taught, and embedded throughout using the vocabulary toolkit)</li> <li>- Close read of the chosen text (children are heard reading the chosen text. Questions around key comprehension skills are asked during the close read)</li> <li>- Activity linked to a reading objective</li> </ul> </li> <li>• In addition to a Talk for Reading session, weekly comprehension sessions are delivered. These require children to apply taught comprehension skills.</li> <li>• Children take part in a sustained silent reading session at least twice a week, building children's stamina for reading.</li> <li>• A whole class story is read to the children daily by the class teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children take books home to practise reading. Each child is required to take home a banded book (Big Cat Collins) that is carefully matched their reading ability using the Big Cat Collins assessments or a free reader book if they have completed the Big Cat Collins programme.</li> <li>• 'Keep up' phonics sessions are given to children who are displaying difficulties decoding using analytic phonics.</li> <li>• 'Catch Up Reading' interventions are delivered to children with SEND, where appropriate.</li> <li>• All children take part in 'no lost learning' or 'pinny time' in which staff target children with phonics sounds and key vocabulary</li> <li>• Children are assessed using PIRA termly</li> </ul>
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## Story Snug



### Pitch

EYFS ☒

Key Stage One ☒

Lower Key Stage Two ☒

Upper Key Stage Two ☒

### Why?

Engagement in responding to texts

Promote a love for reading.

Promote a reading for pleasure and enjoyment.

Hearing modelled expression, fluency and intonation.

### Impact

Pupils reading more.

Pupils are hearing modelled reading.

Pupils comprehension is improved

Pupils are motivated to read.

Pupils develop a love and excitement for reading.

### What is this?

The story snug is a room in the school which is designed to create a cosy, special environment in which the children can relax and enjoy reading. It is a quiet space to encourage children to read a wide range of texts, including both fiction and non-fiction. An adult will also be based in the story snug when the children are using it, and will ask the children questions about the book that they are reading to ensure comprehension and address any misconceptions quickly, as well as asking general questions to promote reading for pleasure such as which part did you enjoy the most and why. The area can also be used for an adult to read to the children, so children are regularly.

### What does it look like?



### What reading skills are they learning?

Comprehension

Vocabulary

Working memory

Attention

Reasoning

Background knowledge

### How often?

There is no set time on when to use this, and is used when necessary.

## Reading Bookmarks



### Pitch

EYFS ☐

Key Stage One ☒

Lower Key Stage Two ☒

Upper Key Stage Two ☒

### Why?

Focussed reading questions

Parental access to reading

Children's focus on relevant aspects of reading

Engagement in responding to texts

### Impact

Pupils' reading independently and with adults is focussed.

Pupils respond to texts appropriately at the correct attainment level

Pupils' comprehension is improved

Pupils are motivated to read with purpose

### What does it look like?



#### Reading is important!!

Developing your child as a reader is important. We ask you to be role models by sharing books, listening to your child read every day and letting them see you read. On this bookmark, there are some questions that we hope you will find useful to ask when reading with your child.

Thank you for reading with your child every day, and promoting a love of reading!

**Before reading the book:** Can you point to the title? or **What is this?** (pointing to the title). What do you think this story will be about? **What might happen in the story?** What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?  
**During the reading of the book:** What is happening in the pictures? **What has happened so far?** Is it what you expected to happen?  
**What might happen next?** How do you think the story might end? **What sort of character is....?** Is he/she friendly/ mean/ nice...?  
**At the end of the book:** Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons). **What was your favourite part? Why?** What was the most interesting/ exciting part of the book? Can you find it? **What sort of character was....?** Why did that character do ... (give a situation/ event from the story)? **What happened in the story?**

### What is this?

Reading bookmarks are given to pupils annually to support parents, staff and children when they are reading aloud their scheme and engagement book. In fact, it can be used for any book that they choose to read.

The bookmarks contain questions that are linked to pupils' targets that focus on retrieval, interpretation, organisation, choice, context and viewpoint. On the reverse side of the bookmark there are sentence starts that relate to the aforementioned areas that parents, staff and pupils (when appropriate) can use to reflect on and evaluate their reading. These sentences are recorded in their reading records.

Bookmarks for each year group are split into expected and depth to allow challenge for our most able.

### What reading skills are they learning?

Sentence cohesion to infer and predict

Comprehension

Reasoning and background knowledge

Summarising

Working memory and attention

Intensive reading

### How often?

This is given once a year, but is used all year round when reading at home.

## Cosy Reading



### Pitch

EYFS ☒

Key Stage One ☒

Lower Key Stage Two ☐

Upper Key Stage Two ☐

### Why?

Promote a love for reading

Promote reading for pleasure and enjoyment

Focused Reading

### Impact

Pupil engagement

Pupils develop a love and excitement for reading

Pupils are motivated to read

Pupils are hearing modelled reading

### What does it look like?



What is this? Cosy reading is a time for quiet reading or listening to an audiobook. Children are allowed to relax, either by lying down or snuggling with a pillow in the book corner. A fireplace screen saver is on the board and the room is quiet, to create a peaceful and relaxing ambience. If children are listening to an audiobook the lights are either off or dimmed. Cosy reading occurs straight after the lunch break to calm children down, ready for learning.

### What skills are the children learning?

#### Reading by themselves:

Decoding and blending

Fluency

Accuracy

Vocabulary

Sentence structure

(modelling of correct sentence structure)

#### Listening to an audiobook:

Attention

Vocabulary

Listening to good sentence structure

### How often?

This happens once per week, usually on a Friday afternoon.



## Reading Buddies



### Pitch

EYFS ☑

Key Stage One ☑

Lower Key Stage Two ☑

Upper Key Stage Two ☑

### Why?

Engagement in reading

Relationships within school

Confidence within reading

Fluency

Developing a sense of responsibility

### Impact

Increased confidence

Enjoyment of reading

Relationships within the school are improved

Higher level of fluency

Higher exposure of people that they can read to

### What does it look like?



### What is this?

Reading Buddies is an opportunity for mixed year groups to engage in reading with each other. Once a fortnight, older classes and younger classes come together to develop their enjoyment of reading by reading to each other. They use the techniques that they have been taught to help one another with tricky words and comprehension. They praise one another and boost each other's confidence, thus increasing their enjoyment.

### What skills are they learning?

Fluency

Vocabulary

Decoding and blending

Working memory and attention

Accuracy

Comprehension

### How often?

This happens once per fortnight, and on special occasions such as World Book Day.

## Reading Shed



### Pitch

EYFS ☒

Key Stage One ☒

Lower Key Stage Two ☐

Upper Key Stage Two ☐

### Why?

Engagement in reading

Fluency

Opportunities to read

Develop a love for reading

### Impact

Fluency increased

Enjoyment of reading increased

Opportunities to read increased

### What does it look like?



### What is this?

The reading shed is on the playground with a variety of engaging books in there that the children can read during social times. It will be open to encourage children to read during play time and lunch time if they wish to, with a cosy reading space within the shed for them to enjoy.

### What reading skills are they learning?

Fluency

Decoding and blending

Intensive reading

### How often?

This is used multiple times a day in both break times and lunch time.

## Book swap



### Pitch

EYFS ☒

Key Stage One ☒

Lower Key Stage Two ☒

Upper Key Stage Two ☒

### Why?

Enjoyment of reading

Exposure to a varieties of genres

Engagement in reading.

### Impact

Exposure to a wide range of books

Increased enjoyment of reading

Increased fluency

Increased vocabulary

### What does it look like?



### What is this?

The book swap is where children can bring in a book of their own that they have read and swap it for a book that another child has bought in. This encourages them to read when they have finished a book without costing any money as they can regularly swap their books for another once they have read them.

### What reading skills are they learning?

Reasoning and background knowledge

Vocabulary

### How often?

This is bought out daily for children to have the opportunity to explore new books.

Library visits



Pitch

- EYFS ☒
- Key Stage One ☒
- Lower Key Stage Two ☒
- Upper Key Stage Two ☒

Use to support:

Engagement in reading

Impact:

Promote a love for reading

What does it look like?

Wider world knowledge  
Access to a wide variety of texts

Increased enjoyment of reading  
Wider world knowledge



### What is this?

Children to visit a library once a term. This is to ensure that they have knowledge and access to texts outside of school, and encourage both them and parents to visit libraries as much as they can. This is with the aim to engage children in reading for pleasure, and expand their vocabulary.

### What reading skills am I learning?

Decoding and blending  
Vocabulary  
Accuracy  
Fluency

### How often?

Once a term the children will visit the library

World Book Day



### Pitch

EYFS ☒  
Key Stage One ☒  
Lower Key Stage Two ☒  
Upper Key Stage Two ☒

### Use to support:

Engagement and excitement in reading  
Foster a love for reading  
Wider variety of genres

### Impact:

Promote a love for reading  
Increased enjoyment of reading  
Increased level of vocabulary.

### What does it look like?



### What is this?

Once a year we have world book day for children to dress up as their favourite book character. The day is full of reading activities, including 'drop everything and read' throughout the day, an assembly with children showing off their outfits and awards for the best one. Golden tickets can be hidden around the school for prizes.

### What reading skills are they learning?

Decoding and blending  
Vocabulary  
Accuracy  
Fluency

### How often?

Once per year on World Book Day in March.