

"If a child can't read, they can't get on in life."

	Early Years	Year 1	Year 2 - Year 6
Planning	<p>Read Write Inc should follow the prescribed planning and be annotated if required from AFL.</p> <p>All reading opportunities across the curriculum should be evidence on planning as "SR" (Shared Reading) as modelling reading at every opportunity at this early stage is vital to develop reading and phonic application skills. During "SR" opportunities staff should be applying the CLIMB questioning structure (training imminent)</p> <p>(NB: more able children who have successfully completed the RWI phonics programme in Year 1 and <b>are fluent readers</b> follow all guidance as per Year 2 onwards)</p>		<p>For children in Year 2/3/4, who are still working within the RWI phonics programme planning as per Year 1.</p> <p>Cycle One states that from Years 2 - 6 for children <b>who are still "decoding"</b> and all pupils, the five part lesson plan for guided read should be used as this supports strategy checks, phonic awareness, independent reading and application. Cycle two states that for children in Years 2 - 6 ever second week a <b>teacher led CLIMB</b> should follow a CLIMB daily plan. (All staff will have received training on the CLIMB model of guided read by 13.10.16 and this will be enhanced further on 16.03.17) Key Stage Specific Guided Reading prompts that support the content domains have been developed to support staff in planning for effective questioning.</p>
Assessment and Recording	<p>Update RWI phonics tracker as per the programme. Pupil's individual reading assessment to be recorded in line with Learning Journey expectations. Each week a sticker to be included in the child's reading record informing parents of their phonics/reading focus linked to the text.</p> <p><b>RWI Assessments:</b>                      Entry assessments - September                      Grouping assessment - after 4 weeks of speed sounds                      Ongoing assessment - every 6 weeks</p>	<p>Update RWI phonics tracker as per the programme. Pupils other wider reading attainment and progress to be captured on Reading Assessment Grids (highlighted when evidence 3 times) and uploaded into target tracker at least twice per half term. . Each week a sticker to be included in the child's reading record informing parents of their phonics/ reading focus linked to the text.</p> <p><b>RWI Assessments:</b>                      Entry assessments - September                      Grouping assessment - after 4 weeks of speed sounds                      Ongoing assessment - every 6 weeks</p>	<p>For children in Year 2/3/4 who are still working within the RWI phonics programme assessment as per Year 1.</p> <p>For taught guided reading sessions (CLIMB and 5 part) teacher annotation of daily planning (initials to indicate pupils) to record progress and achievement within the session. In addition individual pupil Reading Assessment Grids (highlighted when evidence 3 times) are to be highlighted and dated for both guided read and wider reading as children achieve the age related expectations for their year group - see booklet for ideas of how to capture.</p> <p>It is expected that when undertaking a taught guided read session a teacher comment is made in the pupils reading record book.</p> <p><b>Standardised Tests</b>                      Year 2 Spring 2 week 1 previous SAT and end of KS test (July).                      Year 3, 4, 5 to be undertaken Autumn 2 week 1 and Summer 1 as per statutory Testing.                      Year 6 Autumn 2 week 1 previous SAT end of KS test (July)</p> <p>NB: Each child will have an Assessment Folder, where all assessments throughout the year will be kept</p>
Frequency	<p>RWI sessions daily                      "SR" CLIMB sessions daily using a quality text that the children can see the print</p>	<p>RWI sessions daily                      "SR" CLIMB sessions daily using a quality text that the children can see the print</p>	<p>For children in Year 2/3/4 who are still working within the RWI phonics programme undertake RWI intervention daily. Each pupil will receive at least one teacher led guided reading/CLIMB session per week. Identified pupils from ISPP meetings will receive 2 sessions of teacher led guided/CLIMB read sessions. It is expected that all reading across the curriculum will be a "SR" maximising the effective modelling of</p>

			reading strategies and application of phonics - pupils need to access the text for this to be highly effective. ( E.G : Big Book ,copies, touch screen). On days when pupils are not accessing a teacher led guided read session pupils will be undertaking a planned, quality independent reading activity linked to CLIMB and content domains.
Range	RWI books should be supported by high quality texts both fiction and nonfiction for planned "SR" sessions.	RWI books should be supported by high quality texts both fiction and nonfiction for planned "SR" sessions.	High quality fiction and non-fiction texts including poetry, lyrics and articles should be used across the curriculum, in Guided Reading, Shared Reading, Learning Challenge, Reading Areas Wide range of texts to challenge readers, encourage them to read and enjoy books and other reading materials
Type of taught session	RWI session CLIMB	RWI session CLIMB	For children in Year 2/3/4 who are still working within the RWI phonics programme - daily. Year 2 - 6 teacher led guided read sessions as per reading programme - 5 part lesson for pupils or the CLIMB structure daily shared reading across the curriculum. Independent CLIMB Guided reading activities as per planning Each week one quality class shared read- this is using a challenging text, text extract, song lyric, (aim to develop high tariff vocabulary and concepts out the children's current knowledge) and differentiated planned questioning to meet the needs of learners - during this session pupils will grapple with support on unfamiliar vocab, unknown/new concepts, reinforce SPAG, technical terminology, writing structures, application of key reading skills (word attack) and apply CLIMB questioning strands.
Quality supporting reading activities	Resources to support independent activity ideas can be found in the following locations: <ul style="list-style-type: none"> <li>➢ Staff shared area - whole school resources - Maddy Barnes</li> <li>➢ Prim Ed Comprehension Box and English Box activities - from Spring 2 2017 allocated for each year group.</li> <li>➢ Rising Stars - skills builder activities - over learning of SPAG</li> <li>➢ Phonic activities- spelling "have a go" activities, look, say, cover, write, check, phonic games and application stations</li> <li>➢ Reading activities - small world, talk for writing, story bags, puppets, poetry bags (available in Poetry Corner) - resources can be ordered from Winsford</li> <li>➢ Staff shared area - whole school resources - English - 2015 onwards - Guided Reading (materials to support specific texts, which are identified here. These activities can be adapted for other texts)</li> <li>➢ Lancashire Grid for Learning - <a href="http://www.lancsngfl.ac.uk/nationalstrategy/literacy">www.lancsngfl.ac.uk/nationalstrategy/literacy</a> (username: chapelford@lancscpd, password: cabbage75)</li> <li>➢ Literacy Trust - log in <a href="mailto:Chapelford_head@warrington.gov.uk">Chapelford_head@warrington.gov.uk</a> password: Samuel123</li> </ul>		
Additional targeted reading support	Additional 1:1 speed sound sessions for identified pupils from ISPP meetings Reading Robin - children not reading at home at least 3 times per week (TA/volunteers/Y5 & 6 buddies)	Additional 1:1 speed sound sessions for identified pupils from ISPP meetings Reading Robin to be used for children not reading at home at least 3 times per week.	Additional 1:1 speed sound sessions for identified pupils from ISPP meetings Additional GR session each week for identified pupils Reading Robin to be used for children not reading at home at least 3 times per week.
Reading at home expectations	Read Write Inc reading book (previously taught/read in class) and additional reading book to be taken home. Books will be changed when	Year 1 and children in Year 2 working on Read Write Inc phonics programme - Read Write Inc reading book (previously taught/read in class) and additional reading book to be taken	<b>Year 2</b> Children that have completed the phonics programme, have moved onto the spelling programme - book band reading book to be taken home. Books will be changed when appropriate (minimum of once per week).

	<p>appropriate (minimum of once per week). Key words to practice and learn Read at least 5 times a week and an adult to make a comment and sign Reading Record Book each time</p>	<p>home. Books will be changed when appropriate (minimum of once per week).</p>	<p>Read at least 5 times a week and adult to make comment and sign reading record book each time Y1 &amp; 2 - common exception words <b>Year 3 &amp; 4</b> Read Write Inc reading book - if working on RWI phonics programme (previously taught/read in group) or a book band/free read if moved onto spelling programme. Books will be changed when appropriate (minimum of once per week). Read at least 3 times a week with an adult twice independently. A comment to be made and adult to sign reading record book each time they read with their child <b>Year 5 &amp; 6</b> Book band or free read to be taken home and changed when appropriate (once a week, depending on the length of the text) At least 5 independent reads and an adult needs to sign reading record book at least once per week.</p>
Phonics	<p>As per RWI programme Additional 1:1 speed sound sessions for identified pupils from ISPP meetings</p>	<p>As per RWI programme Additional 1:1 speed sound sessions for identified pupils from ISPP meetings</p>	<p>For children in Year 2/3/4 who are still working within the RWI phonics programme - daily. Additional 1:1 speed sound sessions for identified pupils from ISPP meetings  Fresh Start intervention for Year 5 and 6 as per identified in ISPP meetings</p>
Broadening Reading Curriculum	<p>Visits to and time spent in school library Utilise Winsford - wide range of texts, fiction and non-fiction, for children to read and enjoy Wide range of texts in Reading Areas - linked to Learning Challenge/topics March 17 'Readathon' - competition to read for the greatest amount of time</p>	<p>Visits to and time spent in school library Utilise Winsford - wide range of texts, fiction and non-fiction, for children to read and enjoy Wide range of texts in Reading Areas - linked to Learning Challenge/topics March 17 'Readathon' - competition to read for the greatest amount of time</p>	<p>Visits to and time spent in school library Utilise Winsford - wide range of texts, fiction and non-fiction, for children to read and enjoy Wide range of texts/media in Reading Areas - also links to Learning Challenge/topics March 17 - 'Readathon' - competition to read for the greatest amount of time Author studies - learning about the work of and reading books by different authors Author visits to school Accelerated reader programme to be developed using resources from Winsford and Madeline Lindley for more able pupils April 17 topic boxes from Madeline Lindley to be developed and also Sparkle and Dazzle Boxes each key stage termly and new reading scheme - Rising Stars Rockets.</p>

**Supporting Documents:**

Reading Area Checklists

Reading Assessment Grids

Two Week Whole School Reading Strategy

Planning examples

Key Questions to support content domain

Teaching and Learning Policy - Expectations Document

Reading Overview

