**Teaching of Reading at Keelby Primary Academy**

**Our Reading Practice:**

* Phonics teaching and learning starts immediately upon each child’s entry into school. We follow the Little Wandle Letters and Sounds teaching programme. *Please* ***see ‘Teaching of Early Reading and Phonics at Keelby Primary Academy’*** *to find out how we teach reading and phonics in EYFS and Key Stage 1.*
* **Whole School Reading Mileage KS1:**- Children will engage with a whole class reading for enjoyment session daily where adults will read aloud a story to their class purely focusing on appropriate reading pace and enjoyment.  
  - Reading with prosody and for comprehension will be integrated into the 3x weekly ‘Reading Squad’ sessions in small groups for all Year 1 children, and where needed for groups of Year 2 children.  
  - All Year 2 children will learn comprehension skills in whole class reading sessions. These will incorportate a reading fluency element, where children read to one another in pairs as well as to adults. There will be vocabulary skills teaching once a week during whole class reading. Teachers will model how to interrogate a text using the VIPERS reading skills and children will have the chance to apply the new learning independently the day after.

- Year 2 children who are making good progress with their reading will take part in Reading Plus sessions three times per week to develop silent reading fluency and comprehension.

* **Whole School Reading Mileage Year 2 – Year 6**  
  - Children will engage with a whole class reading for enjoyment session daily. Adults will either read aloud a story to their class purely focusing on appropriate reading pace and enjoyment or - as children progress through KS2 - this will incorporate independent reading for pleasure. Whole class guided reading sessions follow this structure:  
   - Day 1: Children will read a section of their PoR driver text and develop their fluency and pace when reading.

- Day 2: Children will explore vocabulary within their PoR driver text (Year 2, 3 and 4 will use the section of text from the previous day. Year 5 and 6 can be more flexible and they may want to move the children on to a new section of text to develop fluency further).  
 - Day 3: Children to read a new section of their PoR driver text. Children will be taught a skill linked to the VIPERS and NC content domains. Content domain focus will be chosen by teachers based on assessment for learning.

- Day 4: Children will apply the knowledge learnt on Day 3 to an independent/cold text. Comprehension Ninja texts can be used as age-appropriate texts, or other relevant texts chosen from the class teacher’s expertise.

- Day 5: one of three 30 minute Reading Plus sessions.   
  
- Evidence of whole class reading will be recorded in their blue Guided Reading book.

**Teaching Fluency**

* Weekly paired reading aloud fluency sessions as part of the whole class reading diet
* All of the children will read at least two PoR extracts during whole class reading per week, as well as one ‘cold’ text. The cold texts will include a balance of fiction, non-fiction and poetry.
* Sometimes the paragraph will be read aloud to the children before to model fluency and prosody, other times they will dive in without assistance
* The listening partner will keep track of where the reading partner is up to and will be trained to offer support
* The children are expected to pinpoint words in the text they don’t understand or are unable to read to discuss during whole class feedback
* Teacher and TA will listen in to 5 children each per week during the fluency session and record assessment details
* Less fluent readers will be given fluency or phonic intervention, as per identified need, and in addition to whole school reading mileage
* Reading fluency will be integrated into subjects across the curriculum as much as possible: every lesson is a reading lesson!

**Teaching Vocabulary**

* Teachers pre-plan a ‘Weekly Top 10’ vocabulary list to expose children to on a Monday and Tuesday morning.
* These will be a range of Tier 2 and Tier 3 words, chosen strategically so that children may apply these during the week, either during their writing, guided reading or foundation subjects
* The pre-planned word list could be compiled from: the whole class ‘reading for pleasure’ book; upcoming guided reading texts; knowledge organisers; planning for writing lessons; the ‘Tier 2 Vocabulary Progression’ document
* Children will apply their knowledge of morphology and synoynms to their ‘Top 10’ words, to create a web of vocabulary for the week
* It is vital that children learn the meaning of a range of Tier 2 words, as these apply across the curriculum and they are key in developing articulate speakers and writers