**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’ sessins in small groups.
- In Year 2, where children are ready to progress from reading through their phonics programme, they will move to whole class guided reading sessions. These will incorportate a reading fluency element, where children read to one another in pairs as well as to adults. Whole class comprehension will be based on age-appropriate texts, alongside VIPERS questions.
* Whole School Reading Mileage KS2
- 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 will take place three times per week, between 9:05 - 9:40. All of KS2 will follow a balanced diet of the Comprehension Ninja books, including both Fiction & Poetry and Non-Fiction.
- Day 1 will see the children read through their focus text for the week (in mixed ability pairings to practice reading fluency) and begin to interrogate.
- The following two sessions of the week (Days 2 & 3) will have a comprehension focus, honing in on particular reading VIPERS skills at a time.
- Evidence of this will be recorded in their blue Guided Reading book.
- 3x 30 minute sessions on the iPad ‘Reading Plus’ programme will be timetabled (Y2-Y6). This is a comprehensive programme which builds silent reading stamina and accelerates progress in independent reading comprehension.
* As an integral aspect of The Power of Reading teaching sequences for writing, reading activities will also be incorporated in the English lessons where appropriate. These will be evidenced in red English books.

**Teaching Fluency**

* Weekly paired reading aloud fluency sessions as part of the guided reading diet
* All of the children will read the same text on a Monday (ensuring a good coverage of different genres and also fiction, poety & non-fiction)
* 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 using a ruler and will be trained to offer support
* The children are expected to highlight words in the text they don’t understand or are unable to read to discuss during whole class feedback
* As more of the children become fluent, teachers may make a decision to focus on the less fluent readers whilst the rest of the class will read independently, sometimes in silence and sometimes aloud with a partner.
* *Assessment:* At the start of each term, every child’s reading fluency from Y2 upwards will be assessed by the class teacher. Children will be identified as fluent readers when they can read aloud an age appropriate text at 90 words per minute and answer a simple comprehension question.
* 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 Word Progression Document’ (TO BE FINALISED)
* Children will apply their knowledge of morphology and synoynms to their ‘Top 10’ list, 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