**St Cuthbert’s Catholic Primary School**

**Reading Strategy 23-24**

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|  |  | EY/KS1 | KS2 | Additional Information |
| 1 | DAILY READING LESSON |  Daily RWI Phonics  | KS2 Daily Reading lessons – Pathways/Accelerated Reader  | Opportunities for discussion and debate. Exercise books for reading activities. Questions linked to class reading book and extracts, short stories etc.  |
| 2 | CHILDREN READ TO DAILY | Daily whole class read by teacher for 10-15 minutesReading Spine – Core set of texts  | Daily whole class read by teacher for 10-15 minutesReading Spine – Core set of texts | **St Cuthbert’s Reading Spine** follows *Reading Reconsidered* findings by Doug Lemov which states the five text types that children should have access to in order to be successful, confident readers. *Archaic Texts**Non-linear Time Sequences**Narratively Complex**Figurative/Symbolic Texts**Resistant Texts* |
| 3 | READING FOR PLEASURE/INDEPENDENT READING TIME | Small libraries/suitcases of high-quality books – refreshed regularly | High-quality books – not too many – facing forward and refreshed regularly/suitcases | Include: a range of books so all children can access, favourite books (ask children to add to list of favourites), books from previous years |
| 4 | LIBRARY VISITS | Children to visit Stockton Library each half term/Library links – visits to school  | Children to visit Stockton Library each half term | Invite parents to join visits, encourage parents to join the library with their children, competitions shared |
| 5 | A LOVE OF READING CULTURE | Teachers show the children their love of books and their excitement and enthusiasm towards the texts | A wide range of genres and authors discussed | Opportunities to discuss books and share opinions on texts and authors |
| 6 | READING AT HOME | EY/KS1 all children take decodable books home matched to RWI levels. Reading records. | Tree Tops Scheme Level 8-20/accelerated reader books/free readers | RWI assessed half termly. Phonics Screening 3 weekly (Y1 and Y2 non-passes) |
| 7 | READING JOURNALS | A journal activity set each week for children to record thoughts and ideas about books and authors. | A journal activity set each week for children to record thoughts and ideas about books, themes and authors. | Completed at school and shared with parents |
| 6 | PERFORMING | Children to have the opportunities to listen, act out and discuss stories.Perform resistant texts. | Opportunities for children to act out scenes of stories. Children to tell their own stories. Perform resistant texts. | Stories told by children, visitors, film and audio book.  |

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| Key to success: | Key barriers: |
| * Teachers and Teaching Assistants to be RWI trained to ensure they have an excellent understanding of systematic synthetic phonics.
* Teach, model and scaffold pupils’ reading so they become knowledgeable and strategic readers.
* Encourage a motivation in children to read for pleasure and with purpose
* A reading culture that goes beyond the school gates
* Book bands assessed by teacher each half term 1:1/Accelerated Reader star tests -termly
* Key Stage Leaders check book bands – selected at random -half-termly
 | * Limited vocabulary
* Difficulty following complex sentences
* Poor phoneme-grapheme recognition and therefore struggles to decode fluently
* Difficulty making inferences
* Difficulty with pace and checking for comprehension
* Children who may have a dislike of reading
* Limited in class talk or small group work
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**Reading Strategy Extras**

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|  | **Adjustments:** |  |  |  |
| 1 | PRE-TEACH\* | Identify difficult concepts or vocabulary when planning and pre-teach where necessary | Teach to targeted children prior to lesson (across the curriculum) | Ensure all children have access to learning within the lesson |
| 2 | RECAP\* | Recap on unknown vocabulary | Recap on previously unknown vocabulary 1:1 or in small groups | Recap and revisit – knowing more and remembering more |
| 3 | AUDIO BOOKS/FILMS\* | Children listen to or watch relevant sections of book prior to lessons where necessary | Discussions on shared clips in groups and whole class | Reference to film or audio to help children to make links |
|  | **Additions:** | EY/KS1 | KS2 | Additional Information |
| 4 | INTERVENTIONS | Lowest 20% receive additional phonics | Where needed lowest 20% receive additional phonics/reading interventions (Fresh Start) | RWI, flashcards, groups, book talk, sight words, SNIP etc |
| 5 | ONLINE ACTIVITIES | IDL and Lexia | IDL, Lexia and Accelerated Reader | Can be used at home and in school as part of reading activities, homework, interventions (targeted and with adult) |

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| **Adjustments to Reading Strategy\*** | Additions to Reading Strategy |
| * Adjustments will need to be made for some children in order to allow them to become fluent and confident with a good level of comprehension (pre-teach, recap, audio..)
* Scaffolding allows all children to access the curriculum and the high-quality texts on offer to them
* It targets children who are at risk of falling behind to ensure they make progress.
 | * Support is in addition to quality first teaching and adjustments made.
* Targeted support is to develop decoding, fluency, comprehension and engagement with accessible texts
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**St Cuthbert’s Catholic Primary School**

**Reading Spine**

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| --- | --- | --- | --- | --- |
| Archaic Texts | Non-linear Time Sequences | Narratively Complex | Figurative/Symbolic Texts  | Resistant Texts |
| These are older texts. They were written when authors used different words, in different sequences.  | These texts challenge a reader’s expectation that time elapses in a linear and even manner. These texts challenge that expectation and show how time can shift suddenly and with no explanation.  | A text can have many narrators, nonhuman narrators, or even unreliable narrators. These can be difficult to read so it is important that children experience these with an experience reader.  | These can be difficult for the children to follow. Children need to follow the story as different plotlines are intertwined or move in different directions.  | These texts are meant to be difficult to understand. Nearly half of poems ever written fall into this category. You have to make sense based on uncertainties and clues.  |

EY/Y1/2

ARCHAIC TEXTS

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| The Magic Faraway Tree | Enid Blyton | 1943 |
| The Cat in the Hat | Dr Seuss | 1957 |
| The Owl and the Pussycat | Edward Lear | 1871 |
| The Night Before Christmas | Clement Clarke Moore | 1823 |

NON-LINEAR TIME SEQUENCES

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
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|  |  |  |
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NARRATIVELY COMPLEX

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| Fantastic Mr Fox | Roald Dahl | 1970 |
| The Day the Crayons Quit | Drew Daywalt | 2013 |
| The Three Little Wolves and the Big Bad Pig | Eugene Trivizas | 1993 |

FIGURATIVE/SYMBOLIC TEXTS

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| Owl Babies | Martin Waddell | 1992 |
| Dinosaurs and All That Rubbish | Michael Foreman | 1993 |
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RESISTANT TEXTS

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| Not Now Bernard | David McKee | 1980 |
|  |  |  |
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Y3/4

ARCHAIC TEXTS

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| A Bear Called Paddington | Michael Bond | 1958 |
| The Railway Children | Edith Nesbit | 1905 |
| Alice’s Adventures in Wonderland | Lewis Carroll | 1865 |
| Peter Pan | J.M.Barrie | 1911 |
| Heidi | Johanna Spyri | 1880 |
| Just William | Richmal Crompton | 1922 |
| Pippi Longstocking | Astrid Lindgren | 1945 |
| The Velveteen Rabbit | Margery Williams | 1922 |

NON-LINEAR TIME SEQUENCES

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| The Butterfly Lion | Michael Morpurgo | 1996 |
| Farm Boy | Michael Morpurgo | 1997 |
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NARRATIVELY COMPLEX

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
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FIGURATIVE/SYMBOLIC TEXTS

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| The Iron Man | Ted Hughes |  |
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RESISTANT TEXTS

|  |  |  |
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| Name of Book | Author | Year |
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Y5/6

ARCHAIC TEXTS

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| Tom’s Midnight Garden | Phillipa Pearce | 1958 |
| The Secret Garden | Frances Hodgson Burnett | 1911 |
| Treasure Island | Robert Louis Stevenson | 1882 |
| Wind in the Willows | Kenneth Grahame | 1908 |
| Black Beauty | Anna Sewell | 1877 |

NON-LINEAR TIME SEQUENCES

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| Holes | Louis Sachar | 1998 |
| Time Travelling with a Hamster | Ross Welford | 2015 |
| Cosmic | Frank Cottrell-Boyce | 2015 |

NARRATIVELY COMPLEX

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| Wonder | R.J.Palacio | 2012 |
| Cogheart | Peter Bunzi | 2016 |
| Black Beauty | Anna Sewell | 1877 |
| War Horse | Michael Morpurgo | 1982 |

FIGURATIVE/SYMBOLIC TEXTS

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
| Skellig | David Almond | 1998 |
| Harry Potter | J.K.Rowling | 1997 |
| The Girl of Ink and Stars | Kiran Millwood Hargrave | 2016 |

RESISTANT TEXTS

|  |  |  |
| --- | --- | --- |
| Name of Book | Author | Year |
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