

## The Grove School Reading Progression

At The Grove we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success.

We aim for the children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading,
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Phonics and Early Reading**

#### **Intent**

At The Grove School we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

We believe that it is vital to ensure we foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts. We are passionate about books and believe that excellent quality books are at the heart of a curriculum.

We believe reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment.

	<p>We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher</p> <p>We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success, reaching new heights together.</p>	
<b>Implementation</b>	<p>At The Grove School we use a synthetic phonics programme called <a href="#">Story Time Phonics</a>. This programme is a method of learning letter sounds and blending them together to read and write words. Outlined below is the programme of study each term.</p>	
	Autumn Term	
	EYFS	Year 1
	<p>Revisit Phase 1 Introduce Phase 2 and Phase 3 Phonemes taught: s a t p i n m d g o c k c k e r h b f f l l s s u j v w x y z qu ch sh th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er</p>	<p>Majority of children complete Phase 5 Phonemes taught: o-e au ph who u ir ay a-e ea/e-e/ey i-e/ie ow ew/ue u-e aw oy are</p>
	Spring Term	
	EYFS	Year 1
	Revisit Phase 2 and Phase 3 extending into Phase 4 activities.	Revisit and consolidate Phase 5
	Summer Term	
	EYFS	Year 1
	Children spend time mastering their skills, time for deeper learning applying all sounds and high frequency words independently.	Children spend time mastering their skills, time for deeper learning applying all sounds and high frequency words independently.
<b>Reading for pleasure</b>		
<b>Intent</b>	<p>Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities</p> <p>To build preferences in reading and to choose to read</p> <p>To recognise authors and styles of reading that individuals enjoy</p>	

	Engaging in book discussion in a range of contexts, alongside both adults and peers Sharing and recommending a range of books				
Implementation	All reading contexts below contribute to developing reading for pleasure				
Curriculum Provision:					
	EYFS	Y1	Y2	Y3/4	Y5/6
Reading aloud to children					
Intent	Building a bank of story and rhyme knowledge  Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading	Widening knowledge of texts and authors, including non-fiction and poetry  Sustaining stamina in listening and reading texts  Making connections within a book	Introducing children to a wider range of authors and contexts e.g. historical and cultural	Exposing children to challenging and archaic texts, e.g., language, themes,	
Implementation	Daily exposure to quality up-to-date books for a minimum of ten minutes  Development of a reading spine to ensure progression of texts and that the same authors are not continually repeated.				
Core texts	<a href="#">Pie Corbett Reading Spine</a>  <a href="#">Little Box of Books</a> ~ Reflect the diversity of our families, our communities and our population	Pie Corbett Reading Spine Y1  Pie Corbett Reading Spine Y2	Pie Corbett Reading Spine Y3  Pie Corbett Reading Spine Y4	Pie Corbett Reading Spine Y5  Pie Corbett Reading Spine Y6	

## Independent reading and home/school reading

<b>Intent</b>	At The Grove we believe that independent reading has a significant impact on the child's progress. We intend on developing children that have a love of reading. In the EYFS and KS1 classes we want children to develop fluency and confidence and enjoy a wide variety of books. As they progress into KS2 our aim is for children to make their own choices and have their own reading identities			
<b>Implementation</b>	Decodable books selected based on link to Letters and Sounds phases using Storytime phonics scheme.  Books selected by adult in class  2 reading Books changed once a week  1 book to take home to share for pleasure in addition to decodable text  Parents role to celebrate their children's reading and develop fluency. The children will be encouraged to read the book three times before they have it changed.	Reading age-appropriate books as soon as they have mastered all the 40 phonemes using a colour system. (Purple-White)  Increasing stamina  Parents role to celebrate their children's reading and develop fluency. The children will be encouraged to read the book three times before they have it changed.	Accelerated Reading  Reading for sustained periods of time  Increasing the length and complexity of texts being read  Read short novels independently with understanding (by end of Y4)	Accelerated Reading  Reading for sustained periods of time  Increasing the length and complexity of texts being read  Widening the range and challenge of books they read, including texts from a wider literary heritage

## Guided reading/reading instruction

<b>Intent</b>	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)		
<b>Implementation</b>	<a href="#">Daily Storytime phonic</a> sessions 20 mins a day.  Additional individual reading to ensure independent application and to develop	Guided reading sessions: teacher working with pupils grouped by need rather than ability. Guided reading sessions occur in a block of time. As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher)	Guided reading sessions: teacher working with pupils grouped by need rather than ability. Guided reading sessions occur weekly.  As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher) An increasing expectation of

	comprehension skills. Children have sessions of book talk on a regular basis.		written recording of understanding through KS2	
<b>Core texts</b>		ReThink Reading scheme for Y1/2	ReThink Reading scheme for Y3/4	ReThink Reading scheme for Y5/6

## **Shared reading as part of teaching sequence**

<b>Intent</b>	At The Grove school we believe exposing children to a high-quality text model in a variety of text types is crucial. They are used as models for writing at a higher level and with careful teaching all children can access.			
<b>Implementation</b>	At the Grove School we carefully choose books based on what needs to be taught. This means we will either chose a book that has an explicit example of a text type or sentence structure. First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning)			
<b>Core texts</b>	See writing progression for Key texts	See writing progression for Key texts	See writing progression for Key texts	See writing progression for Key texts

## **Core reading texts to support reading to learn across the curriculum**

<b>Intent</b>	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.
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Implementation	Good quality texts for a range of themes are evident in the FS.	Book boxes are created for different themes and subjects. We have used Books for Topics as recommendations.			
Assessment					
Assessment Evidence in order to assess impact	EYFSP  Phonic assessments daily for 'Keep Up' sessions and half termly identifying children that are at ARE, those at risk of not achieving ARE and Actions to close gaps  Observations of reading behaviour and talking to pupils  Independent and home reading records	Phonic Screening Check  Phonic assessments daily for 'Keep Up' sessions and half termly identifying children that are at ARE, those at risk of not achieving ARE and Actions to close gaps  Observations of reading behaviour and talking to pupils  Independent and home reading records  Running records to assess fluency and accuracy	SATs  Phonics Screening Check retake  Spelling assessments daily for 'Keep Up' sessions and half termly identifying children that are at ARE, those at risk of not achieving ARE and Actions to close gaps  Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Running records to assess fluency and accuracy	Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Verbal and written book reviews & recommendations  Written responses to reading activities	SATs  Observations of reading behaviour & talking to pupils  Independent and home reading records  Guided reading records  Verbal and written book reviews & recommendations  Written responses to reading activities