

Intent

At The Duston School, we know that reading is the key to success for all children. When a child reads fluently, for enjoyment and purpose, a whole world of opportunities will open for them and their vocabulary, sentence structures and knowledge of the world expands. We aim to teach children to read fluently and with understanding and to promote a love of reading.

The school aims to:

- Provide children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books so that the children develop a life-long love of reading
- Develop reading for purpose so that children can find the information they need to enhance their learning/interest
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Ensure that children are immersed in a range of rhymes, fiction and non-fiction texts that are diverse and reflect the world around them

Implementation

Explicit vocabulary teaching and language development

Research (Education Endowment Foundation) shows that the explicit development of language is key to children reaching their potential in reading which is why it is a fundamental element of the TDS Teaching and Learning Strategy.

The explicit teaching of new vocabulary is taught through the texts they read and talk tasks are planned so that children can vocalise their learning, practice new words and use this language in the correct context.

Phonics

Phonics is taught using the Read, Write, Inc (RWI) program which is a DfE-validated systematic synthetic phonics programme for teaching early reading and writing. Staff have had specialist training from RWI training which has included development training for leaders. We have also invested in the RWI Portal which gives staff access to a range of training materials and supports the teaching of phonics in the classroom.

Children learn the routines and behaviours necessary for each activity, and practise these until they use them automatically. This allows them to focus on what matters most – learning to read and write. Phonics is taught daily in Reception, Year 1 and for any identified Year 2 children.

Phonics lesson follows the sequence:

- Revisit previous sounds and/or high frequency words taught
- Teach new sound
- Reading is modelled by the adult
- Practice the new learning by reading appropriate decodable books
- Apply new learning by writing individual words or sentences
- Practice basic sight words – 'tricky' words and high frequency words

Lessons are fast paced, varied and engaging. The idea is that all children are actively involved in phonics lessons. Pupils are given opportunities to apply what they have learnt when they read aloud to an adult using decodable books at school and home. Children are continually assessed and interventions are carefully planned.

Children are initially taught individual sounds (set 1 sounds) in an order which enables them to sound and blend. Set 2 sounds are then introduced which comprise of digraphs and trigraphs before moving onto set 3 sounds. Alongside this learning, children are taught to decode real and nonsense words so that they can identify phonemes in all words and access the Phonics Screening Check which takes place in Year 1.

A strategy of 'keep up, not catch up' is used to effectively use assessment to identify children requiring phonics and reading interventions. Daily 'pinny time' is used for focused learning of any gaps in phonics knowledge.

Children in EYFS and Year 1 take RWI books home that are closely matched to their learning in school. Alongside these books, the children also choose a Bedtime Reading Book to encourage a love of reading and stories.

Expectations of Progression RWI

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter set 1 sounds	Read purple storybooks Read some set 2 sounds	Read blue storybooks with increasing fluency and comprehension
End of Autumn 2	Read all set 1 sounds Blend sounds into words orally	Read pink storybooks Read all set 2 sounds	Read grey storybooks
End of Spring 1	Blend sounds to read words Read short ditty stories	Read orange storybooks Read some set 3 sounds	Read grey storybooks with fluency and comprehension
End of Spring 2	Read red storybooks	Read yellow storybooks	Access RWI spelling programme
End of Summer 1	Read green storybooks Read some set 2 sounds	Read yellow storybooks Read all set 3 sounds	Access RWI spelling programme
End of Summer 2	Read green or purple storybooks	Read blue storybooks	Access RWI spelling programme

Class Readers

Teachers have worked collaboratively to construct the TDS reading spine which is made up of high-quality texts which have been chosen because: they are classics, they are great stories, they support the wider curriculum or a celebrate diversity (see Reading Curriculum below). Children are read to every day using age appropriate texts from the reading spine.

Reading Lessons

Staff have received expert training on the teaching of reading from Christopher Such and his approach is used to teach reading from when children are proficient in phonics.

Reading lessons consist of a mixture of the below (see table):

Fluency Reading

In fluency reading sessions, a piece of worthwhile text (mixture of genres) is used. First, the teacher models reading aloud with the text under the visualiser fluently. Then, the children, in mixed pairs, read the text to each other repeatedly with one holding the ruler under each line as their partner reads for approximately 10 mins. Children take turns reading the text getting more fluent each time. The teacher circulates the room offering support and guidance. Children write any words

they get stuck on onto mini whiteboards and these are then discussed. A 'performance' of reading the text fluently then takes place either whole class, in small group, pairs or individually. A short discussion then takes place regarding what the children have discovered from the text using comprehension questions.

Extended Reading

The focus of extended reading sessions is to see and engage with lots of different texts looking at vocabulary, sentence structures, background, stories, non-fiction, linked to curriculum, poetry, newspapers to build breadth and reading mileage. They may read the same book over a half term period or a range of shorter texts. Children will read the same age appropriate text either individually or in pairs. The teacher reads while the children follow, cuddling the text with a ruler. As teacher reads, they stops before finishing some sentences for children to finish. Over time, this can decrease as the children get used to reading with the teacher.

Close Reading

In close reading sessions, the children use analysis and deeper exploration to explore the text eg. Metaphors, authorial intent. Half to one third of the lesson is used for children to read the text independently and the remainder of the lesson is used for discussion at a deeper level. These lessons may include writing or SATs style questions to answer.

Below is the number of lessons taught each week in each year group. This may vary depending on the children's reading fluency. Each lesson would usually last for approximately 30 minutes.

Year Group	Fluency Reading	Extended Reading	Close Reading
Year 2	X3 lessons	X2 lessons	
Year 3	X2 lessons	X3 lessons	
Year 4	X1 lesson	X2 lessons	X2 lessons
Year 5		X2 lessons	X3 lessons
Year 6		X2 lessons	X3 lessons

A choice of books are available for children to take home to practice their reading skills which match their reading ability and are age appropriate.

Library

All classes have a weekly timetabled session in our newly refurbished library. This lesson is used enthuse children to read for pleasure and have a wide range of books to choose from. Time is spent either being read to or reading alone or with a partner. Time is taken to discuss book choices and for peers to make recommendations to their class. Books are taken home to enjoy.

Assessment

Read, Write, Inc phonic assessments take place each half termly using WRI materials. Data from these assessments is used to inform next steps in learning and intervention or further challenge for individuals or groups.

When children are reading fluently, standardised STAR reading assessments take place at the beginning of a new school year and at the end of the autumn, spring and summer terms to measure progress, to highlight any gaps in learning and support intervention planning. Testbase comprehension assessments are used to check learning and inform planning in years 2 – 6 alongside STAR reading assessments years 3-6.

Reading conferences take place each half term when children read individually to their class teacher. Information from these sessions help inform planning and the types of books and texts the children are reading at school and at home.

Celebrating reading

Reading is celebrated throughout the school by ensuring that it is visible in shared areas and in all classrooms. Displays are of a high quality and showcase a range of books that are diverse and extend children's cultural capital. Class reader books are displayed on front of each classroom door.

Progress and achievement in reading is celebrated through the 'Reader of the Week' in the weekly Achievement Assemblies.

Year 6 children have the opportunity to apply for the role of Reading Ambassador. Reading Ambassadors support reading across the school which includes supporting in the library and reading with children from different year groups.

During the summer, the children compete in the local library reading challenge against other schools in the cluster. This encourages children to read as much as possible over the summer.

To celebrate World Book day, pupils take part in a variety of activities to further drive the reading culture and pleasure of reading. Linked to World Book day, we hold a book fair before and after school to give opportunities for pupils to purchase books.

Throughout the year, we take part in virtual author events where pupils are able to learn about different authors and illustrators.

During value assemblies, we promote reading within these assemblies by sharing books with the children. Additionally, once a year each year group performs a poetry recital during these assemblies to promote the love of poetry.

Curriculum Map, Key Knowledge Goals and Key Vocabulary

Genre coverage:

Fiction	
Non-fiction	
Poetry	

Curriculum Map and Key Knowledge Goals						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Tell me a Dragon & The Night Dragon (1 week) Fiction Dragon extracts	Living Things and their Environment (1 week) Non-fiction cc Science	Electricity (1 week) Non-Fiction cc Science	The Tudors (1 week) cc History Non-fiction	Northern Europe (1 week) cc Geography - Northern Europe Non-Fiction	Malala's Magic Pencil (2 weeks) cc History – Powerful Voices and writing
	Tell me a Dragon & The Night Dragon (1 week) Poetry Dragon extracts	My Shadow & Billy McCool (2 weeks) Poetry cc writing	Georges Marvellous Medicine (WCS) (3 weeks) Fiction cc author study – writing and trip	Plants (1 week) (cc Science – plants)	Materials and Matter (1 week) Non-fiction cc science	Powerful Voices – Rosa Parks (WCS) (2 weeks) cc History – Powerful Voices and writing
	Instructions and Recipes (2 weeks) cc Geography and instruction writing Non-fiction	Alternative fairytale Japanese Fairytale (1 week) cc Yr1 Geography – continents and writing	The Twits (WCS) (2 weeks) Fiction cc author study – writing and trip	Hansel and Gretel (WCS) (2 weeks) Fiction – traditional tales cc writing	Twelfth Night PKC (WCS) (2 weeks) Fiction – play	Jack's Quest (2 weeks) Fiction – Alternative adventure
	The Human Body (2 weeks) PKC Science Non-Fiction	Romans in Britain (2 weeks) cc History Non-fiction		Rumpelstiltskin (2 weeks) Fiction - Traditional Tale	When I Grow Up from Matilda (2 weeks) Fiction – song	

Class Reader						
	Tell me a Dragon The Night Dragon	The invisible The hedgehog An emotional menagerie	George's Marvellous Medicine Jamie and Agnus	Midnight feasts Gum	The rainbow bear The storm whale Harry the poisonous centipede	Women in space Hidden figures Amazing Grace Nen and the lonely fisherman
Lower Key Stage 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	The Human Body (1 week) Non-fiction cc science	Ancient Egypt (1 week) (cc History - Ancient Egypt) Non-Fiction	Cinderella of the Nile (WCS) (2 weeks) Fiction cc writing	Plants (1 week) cc Science Non-fiction	Iron Man (2 weeks) Fiction Cc writing	Peter Pan (2 weeks) Fiction Cc writing
	Stone age to the Iron Age (2 weeks) Non fiction Cc History	Christmas Songs (concert) (3 weeks) Fiction – songs	A Chase in Time (KH) Sally Nicholls	My shadow by Robert Stevenson (2 weeks) (KH) Classic Poetry cc light – Science	Little People, Big Dreams: Marcus Rashford (2 weeks) Non-fiction - Biography	Richard III (WCS) (2 weeks) Fiction – play Cc writing
	Stone Age Boy (WCS) (2 weeks) cc History - The Stone Age to the Iron Age fiction – action	'Twas the night before Christmas (1 week) Classic Poetry Recital	Wangari's Trees of Peace (2 weeks) Non-fiction cc writing	The Velveteen Rabbit by Margery Williams (2 weeks) (KH) Classic Children's Literature Fiction	Varjak Paw (WCS) (2 weeks) Contemporary Literature Fiction	Asia: India and China (1 week) Non-fiction cc Geography
	The Owl and the Pussy-cat by Edward Lear (1 week) (KH) Classic Poetry	How Far I'll Go (Moana) (1 week) Fiction – song	Rivers (1 week) Non-fiction cc Geography	Count On Me by Bruno Mars (1 week) Fiction – song		
	Class reader					
	Amelia Fang Laura Ellen Anderson Leon and the place Between Angela McCallister and Grahame Baker-Smith	After the Fall Dan Santat The Morning I Met a Whale Micheal Morpurgo	Cinderella of the Nile Beverly Naidoo Wangari's Tree of Peace Jeanette Winter Stig of the Dump Clive King	The Boy Who Grew Dragons Andy Sheppard How to change the world Rashmi Sirdeshpande	The Iron Man Ted Hughes The Wild Robot Peter Brown Varjak Paw S.F. Saïd	The many worlds of Albie Bright Christopher Edge Voices in the park Anthony Browne
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Children who Changed the World (2 weeks) Marcia Williams Non-Fiction extracts	The Boy at the Back of the Class Onjali Rauf (3 weeks) Fiction	Somewhere Over the Rainbow – song (1 week) cc year 4 play	Are video games good for us? (1 week) (KH) (Online safety) Non-fiction cc PSHE	The Man That Walked Between Two Towers (WCS) (2 weeks) Fiction	The Gunpowder Plot (1 week) cc History – The Stuarts Non-Fiction
	The Eagle Alfred Tennyson (1 week) Poetry	Invictus William Ernest Headly (1 week) Poetry	The Wonderful Wizard of Oz by L. Frank Baum (2 weeks) Fiction Cc year 4 play	Sound (1 week) Non-fiction cc Science	London (1 week) cc Geography – UK, London and SE Non-Fiction	Electricity (1 week) cc Science Non-fiction

	Greece Myths (2 weeks) Non-fiction cc history	Alice in Wonderland (2 weeks) Fiction	Life in Ancient Rome (1 week) Non-fiction cc History	How to Train Your Dragon (WCS) (3 weeks) Fiction	Buckingham Palace AA Milne (1 week) Poetry	Julius Caesar (including speech for recital) (WCS) (2 weeks) Fiction – play
	Little People Big Dreams Malala (1 week) Non-fiction		The Last Bear Hannah Gold (2 weeks) fiction	The Secrets of Sleep (1 week) Non-fiction	Real-Life Mysteries (2 weeks) Non-fiction	The Wind in the Willows Kenneth Grahame (2 weeks) Fiction
	Class Reader					
	The Land of Roar Jenny MCLachan Bill's New Frock Anne Fine	The Lion the Witch and the Wardrobe C.S. Lewis The Boy at the Back of the Class Onjali Ranulf	The Last Bear Hannah Gold The Butterfly Lion Michael Morpurgo	How to Train your Dragon Cressida Cowell The Girl who Stole an Elephant Nizrana Farook	Nevermoor Jessica Townsend Real Life Mysteries Susan Martineau	The Explorer Katherine Rundell The Brilliant World of Tom Gates Liz Pichon
	Upper Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The House of Chicken Legs Sophie Anderson (3 weeks) Fiction	Silent Music PKC (1 week) (cc History – Baghdad AD900) Fiction	Shakespeare - biography (1 week) non-fiction Macbeth extract (1 week) fiction Much Ado About Nothing (1 week) fiction	Wolf Wilder Katherine Rundell (1 week) Fiction extract	Speech – As an abolitionist (2 weeks) Martin Luther-King Barack Obama Non-fiction	StreetChild (WCS) Berlie Doherty (4 weeks) fiction
Year 5	Should the UK ban Domestic Flights? (1 weeks) Non-fiction	The Lost Thing (2 weeks) Fiction – Characterisation	The Fall of the Blade (2 weeks) (cc History - The French Revolution) Fiction extract	White Fang Jack London (1 week) Fiction extract	Dragon Mountain – Katie and Kevin Tsang. (2 weeks) Fiction – extracts	Meteorology (WCS) (2 weeks) Non-fiction books
	The Hill We Climb – Amanda Gorman (1 week) Poetry	The Ice Man (1 week) (cc Geography – Mountains) Non-fiction – information Independent	Living Things (1 week) (cc Science – Living Things) Non-fiction science booklet	The Wolves of Willoughby Chase (WCS) Joan Aiken (4 weeks) Fiction	Daffodils William Wordsworth (1 week) Poetry + recital	
	History of Baghdad (1 week) cc History Non-fiction	Cold mountain Poetry (1 week) English link Sir Winter Poetry (1 week)			Fallen Space Rock Found (KH) (1 week) Non-fiction	
	Class Reader					
	The House with Chicken Legs Sophie Anderson Malamander Thomas Taylor	Hatchett Gary Paulson Clock work or all wound up Philip Pullman	Troofriend Kirsty Applebaum The Night Bus Hero Onjali Rauf	Brightstorm Vashti Hardy Beetle boy M.G. Leonard	A Polar Bear Explorer's Club Alex Bell Alex Rider Stormbreaker Anthony Horowitz	The Secret Garden Frances Hodgson Burnett Young, gifted and Black

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Kensuke's Kingdom (2 weeks) Michael Morpurgo Fiction	Animals in WW1 PKC (1 week) (cc History – World War 1) Non-fiction – Information	Rose Blanche Ian McEwan (1 week) Fiction extract	WW11 and The Holocaust (1 week) Non-Fiction extracts and sources	Little House in the Big Woods (KH) (1 week) Fiction	Romeo & Juliet (WCS) (2 weeks) William Shakespeare Fiction
	Tom's Midnight Garden (WCS) Philippa Pearce (3 weeks) Fiction	Poetry WW2 Flander's Field (1 week) Poetry (for recital)	I Know Why the Caged Bird Sings Maya Angelou (2 weeks) Non-fiction	The Tyger William Blake (1 week) Poetry	SATs practice	Darwin's Dragon KH (optional unit IOW) (1 week) Non-fiction
	Human Body (1 week) Non-fiction science booklet	Skellig (WCS) (4 weeks) David Almond Fiction	North America North America (1 week) Non-Fiction Geography booklet.	The Week that Changed History (1 week) Non-fiction History booklet	The Railway Children (2 weeks) E Nesbitt Fiction	Holes (WCS) Louis Sachar (2 weeks) Fiction
			Letters from the Lighthouse Emma Carroll (2 weeks) Fiction extracts	Once (WCS) Morris Gleitzman (3 weeks) Fiction	The Importance of Empathy (KH) (2 weeks) Non-fiction	The History of Human Rights (1 week) Non-Fiction
Class Reader						
	Crater lake Jennifer Killick Armistice runner Tom Palmer	Skellig David Almond Heroes David Long and Kerry Hyndman	Rooftoppers Katherine Rundell The legend of Podkin One-Ear Kieran Larwood	Tins Alex Shearer No Ballet Shoes in Syria Catherine Bruton	Treasure island Robert Louis Stevenson The Shark Caller Zillah Bethall	Holes Louis Sachar Darwin's dragon Lindsay Galvin

Impact

Children can talk knowledgeably, and with enthusiasm, about the books that they have read and the books that have been read to them. They can give their opinions, with reasons, about characters and plots and which books they prefer to read. They have a positive attitude towards reading and are open to trying out different genres of books when reading for pleasure. Children can read for purpose and use reading to help them with their learning across the curriculum. Reading is celebrated across the school and there is a range of high-quality texts available for children to read, no matter what their starting point is or their current attainment. Teachers are enthusiastic about what they are reading and promote a love of reading with all children. Attainment in the Phonics Screening Check and the Key Stage 2 SATs is above the national average.

Values

All Children demonstrate the Primary Phase values of Care, Challenge and Succeed throughout their Reading learning.



Care:

Books have been carefully chosen to encourage children to see themselves and begin to understand the lives of others. Care begins in children's Reading learning when learning new sounds. Children encourage each other and work together in pairs to blend sounds to read words. A special time of each day is when their teacher reads their class reader. Children listen respectfully and offer their opinions in a supportive environment. A diverse range of books are chosen to challenge children's thinking and see other viewpoints. Some of these include: Issun Boshi, Malala's Magic Pencil, The Invisible, Nen and the Lonely Fisherman, Cinderella of the Nile, The Boy at the Back of the Class, Silent Music, The House with Chicken Legs, The Hill We Climb and The Shark Caller.



Challenge:

All children are challenged to learn new knowledge throughout the Reading curriculum. Texts are chosen to link with their learning across different subjects and these include challenging vocabulary and ideas. Threaded throughout the curriculum are significant people who have, themselves, faced and overcome challenges to bring about change. Some of these people are: Malala, Marcus Rashford, Children Who Changed the World, Young Gifted and Black and Maya Angelou.



Succeed:

All children have opportunities to succeed in all their Reading learning. Scaffolding and assessment for learning is used effectively so that all children can succeed in their lessons. Throughout the Reading curriculum, children have opportunities to apply their knowledge and to succeed in reading activities and assessment tasks. They also get opportunities to explain their learning through talk tasks and written work. A weekly Reading certificate is awarded for the Star Reader for each class across the school.