

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						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Book of Dragons Pie Corbett (1 week) Fiction	Living Underground (CN) (1 week) Non-fiction Science	Georges Marvellous Medicine (WCS) Roald Dahl (3 weeks) Fiction	Hansel and Gretel (WCS) Anthony Browne (2 weeks) Fiction	Twelfth Night (WCS) Andrew Matthews (2 weeks) Fiction	Rosa Parks – Little People, Big Dreams (WCS) Lisbeth Kaiser (2 weeks)
	Do Not Disturb the Dragon (KH) Michelle Robinson (1 week) Fiction	Cat in the Dark Margaret Mahy (KH) (2 weeks) Poetry	The Twits (WCS) Roald Dahl (2 weeks) Fiction	Rumpelstiltskin (CN) Shonette Bason-Wood (2 weeks) Fiction	Materials (CN) (1 week) Non-fiction	10 Facts About Space from National Geographic (CN) (1 week)
	Instructions and Recipes (2 weeks) Non-fiction Recipe booklets	Mangu's Magic Wishes (CN) Chitra Soundar (1 week) Fiction	The United Kingdom (CN) (1 week) Non-fiction	How Plants Grow (CN) (2 week) Non-fiction	The North Pole (CN) (1 week) Non-fiction	When I Grow Up from Matilda Tim Minchin (2 weeks) Fiction – song
	Wassily Kandinsky – artist (CN) (2 weeks) Non-fiction	My Gran Visits England (KH) Grace Nichols (2 weeks) Poetry			Now We Are Six (2 weeks) + recital A.A. Milne	

	Class Reader					
Year 2	Tell me a Dragon Jackie Morris	The Invisible Tom Percival	The BFG Roald Dahl	Midnight Feasts – Poems A.F. Harrold	The Rainbow Bear Michael Morpurgo	Hidden Figures Margot Lee Shetterly
	The Night Dragon Naomi Howarth	The Hodgeheg Dick King-Smith	Jamie and Agnus Anne Fine	Mr Gum Andy Stanton	The Storm Whale Benji Davies	Amazing Grace Mary Hoffman
	The Enchanted Wood Enid Blyton	An Emotional Menagerie Poetry			Traction Man Mini Grey	Nen and the Lonely Fisherman Ian Eagleton
	Lower Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	The Brains Behind Lego Bricks (KH) (1 week) Non-fiction	Ancient Egypt (1 week) Non-fiction History booklet	Cinderella of the Nile (WCS) Beverley Naidoo (2 weeks) Fiction	Plants (1 week) Non-fiction Science booklet	Iron Man (WCS) Ted Hughes (2 weeks) Fiction	Peter Pan (KH) J.M. Barrie (2 weeks) Fiction
	The Human Body (1 week) Non-fiction Science booklet	'Twas the Night Before Christmas (KH) Clement Clarke Moore (2 weeks) Poetry + recital	A Chase in Time (KH) Sally Nicholls (1 week)	My Shadow (KH) Robert Stevenson (2 weeks) Poetry	Little People, Big Dreams: Marcus Rashford (WCS) Maria Isabel Sanchez Vegara (2 weeks) Non-fiction	Richard III (WCS) Andrew Matthews (2 weeks) Fiction – play
	Stone Age Boy Satoshi Kitamura (WCS) (2 weeks) Fiction	The Nutcracker and the Mouse King (KH) E.T.A. Hoffmann (2 weeks) Fiction	Wangari's Trees of Peace Jeanette Winter (2 weeks) Fiction Extracts	The Velveteen Rabbit (KH) Margery Williams (2 weeks) Fiction	Varjak Paw (WCS) (KH) S F Said (2 weeks) Fiction	Asia: India and China (2 weeks) Non-fiction Geography booklet & travel brochures
	The Owl and the Pussy-Cat (KH) Edward Lear (2 week) Poetry	How Far I'll Go (Moana) (1 week) Fiction – song	Rivers (1 week) Non-fiction Geography booklet	Count On Me Bruno Mars (1 week) Fiction – song		
	Class reader					
	Amelia Fang Laura Ellen Anderson	Stig of the Dump Clive King	Cinderella of the Nile Beverley Naidoo	The Boy Who Grew Dragons Andy Shepherd	The Wild Robot Peter Brown	The Many Worlds of Albie Bright Christopher Edge
	Leon and the Place Between Angela Mcallister & Grahame Baker-Smith	This Morning I Met a Whale Michael Morpurgo	Wangari's Tree of Peace Jeanette Winter	How to Change the World Rashmi Sirdeshpande	Varjak Paw S.F. Said	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 Marcia Williams (2 weeks) Non-Fiction extracts	The Boy at the Back of the Class (WCS) (KH) Onjali q Rauf (3 weeks) Fiction	Somewhere Over the Rainbow – E.Y. Harburg (1 week) Fiction – song	Are Video Games Good for Us? (KH) (1 week) Non-fiction	The Man who Walked Between the Towers (WCS) Mordicai Gerstein (2 weeks) Fiction	The Gunpowder Plot (1 week) Non-Fiction extracts & sources
	The Eagle (KH) Alfred, Lord Tennyson (1 week) Poetry	Invictus William Ernest Henley (1 week) Poetry + recital	The Wonderful Wizard of Oz (KH) L. Frank Baum (2 weeks) Fiction	Sound (1 week) Non-fiction Science booklet	London (1 week) Geography booklet Non-Fiction	Electricity (1 week) Science booklet Non-fiction
	Greece Myths (2 weeks) Fiction extracts	Alice in Wonderland (KH) Lewis Carroll (2 weeks) Fiction	Life in Ancient Rome (1 week) Non-fiction History booklet	How to Train Your Dragon (WCS) Cressida Cowell (3 weeks) Fiction	Buckingham Palace (KH) A.A. Milne (1 week) Poetry	Julius Caesar (WCS) Andrew Matthews (2 weeks) Fiction – play
	Little People, Big Dreams – extracts (1 week) Non-fiction		The Last Bear (WCS) Hannah Gold (2 weeks) Fiction	The Secrets of Sleep (KH) (1 week) Non-fiction	Real Life Mysteries (2 weeks) Non-fiction extracts	The Wind in the Willows (KH) Kenneth Grahame (2 weeks) Fiction

	Class Reader					
Year 4	The Land of Roar Jenny McLachlan Bill's New Frock Anne Fine	The Boy at the Back of the Class Onjali q Rauf The Lion the Witch and the Wardrobe C.S. Lewis	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
Year 5	The House of Chicken Legs (WCS) Sophie Anderson (3 weeks) Fiction	Hatchet Gary Paulsen (1 week) Fiction extracts	Shakespeare Biography (1 week) Non-fiction	Wolf Wilder Katherine Rundell (1 week) Fiction extract	Speech – As an abolitionist (2 weeks) Martin Luther-King Barack Obama Non-fiction	Street Child (WCS) Berlie Doherty (4 weeks) Fiction
	Should the UK Ban Short Domestic Flights? (KH) (1 week) Non-fiction	The War of the Worlds H.G. Wells (2 weeks) Fiction extracts	Shakespeare - Macbeth (1 week) Fiction extract Much Ado About Nothing (1 week) 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) Non-fiction Geography report	The Fall of the Blade Sue Reid (2 weeks) Fiction extracts	The Wolves of Willoughby Chase (WCS) Joan Aiken (4 weeks) Fiction	Daffodils William Wordsworth (1week) Poetry + recital	
	History of Baghdad (1 week) Non-fiction History booklet	Cold Mountain Han-shan (1 week) Sir Winter Jean Kenwood (1 week) Poetry	Living Things (1 week) Non-fiction Science booklet		Fallen Space Rock Found (KH) (1 week) Non-fiction	
	Class Reader					
	The House with Chicken Legs Sophie Anderson Groosham Grange Anthony Horowitz	Hatchet Gary Paulsen Clockwork or All Wound Up Anthony Horowitz	Troofriend Kirsty Applebaum The Night Bus Hero Anjali q Rauf	Brightstorm Vashti Hardy Beetle Boy M.G. Leonard	The Polar Bear Explorers' Club Alex Bell Alex Rider Stormbreaker Anthony Horowitz	The Secret Garden Frances Hodgson Burnett Young, Gifted and Black Jamia Wilson
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Kensuke's Kingdom (WCS) Michael Morpurgo (2 weeks) Fiction	Animals in WW1 PKC resources (1 week) Non-fiction	Rose Blanche Ian McEwan (1 week) Fiction extract	WWII and The Holocaust (1 week) Non-Fiction extracts and sources	Little House in the Big Woods (KH) (1 week) Fiction	Romeo & Juliet (WCS) W. Shakespeare (2 weeks) Fiction
	Tom's Midnight Garden (WCS) Philippa Pearce (3 weeks) Fiction	In Flanders Fields John McCrae (1 week) Poetry + 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) David Almond (4 weeks) Fiction	North America (1 week) Non-Fiction Geography booklet	The Week that Changed History (1 week) Non-fiction History booklet	The Railway Children E. Nesbit (2 weeks) 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					
	Rooftoppers Katherine Rundell Crater Lake Jennifer Killick	Skellig David Almond Heroes David Long & Kerry Hyndman	Armistice Runner Tom Palmer 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 Bethell	Darwin's Dragons Lindsay Galvin Holes Louis Sachar

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.