



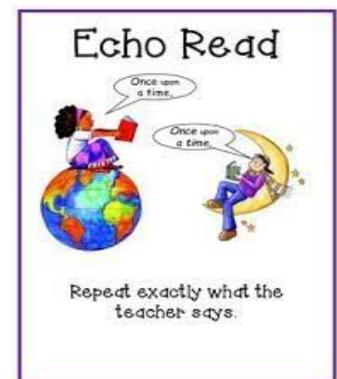
What does Reading look like at Bolshaw?

1. The Curriculum: What do we teach, when and how?

At Bolshaw the systematic teaching of phonics has a high priority throughout Reception and Key Stage 1. This also extends into KS2 where necessary. Phonics is taught four times a week to all children in Reception, Year 1 and Year 2, moving to Jane Considine's 'The Spelling Books' in KS2. In KS2 any children who need to be on the phonics programme do so at the correct level. From Y3 - Y6 children all children have Whole Class Reading lessons, which use quality texts and echo and choral reading, after being modelled by the class teacher.

It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently, accurately and with confidence.

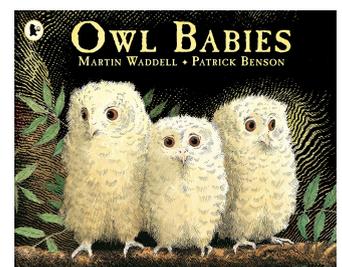
We believe that reading for pleasure is an entitlement for every child and at Bolshaw we actively promote a love of reading. We want the children to become enthusiastic readers, seeing the point of reading and actually loving stories. Reading for pleasure is at the heart of our curriculum and is promoted in each class. Teachers enthuse about books and read quality texts to the children, during English lessons and at other times of the day. The children are also able to share these and other quality texts at home. Story Time is an integral part of the teaching week with a minimum of three sessions for every class and daily sessions for Reception and Year One. It is timetabled across all Key Stages and will include books from our Bolshaw Reading Spine in each year group as well as other quality texts.



- It can provide less skilled readers the opportunity to practice and receive support before being required to read on their own.
- It provides a model for fluent reading as students listen.
- It helps improve the ability to read sight words.

2. Creativity & Challenge in Reading.

Reading is a key priority at Bolshaw. There is always a reading focus for the children in regards to homework which is absolutely essential. When on the RWI programme, children are given a book dependent on their ability. They also choose a library book which can be read to them for pleasure. When children move off the RWI programme they are able to choose their own books. Staff ensure these books are appropriately challenging whilst giving children freedom to choose books and themes they enjoy. Children will be heard read at least once a week either individually or in a group. This will enable teachers to ask appropriate questions, check that children are reading at the appropriate level and show children that reading is important. We also want children to be able to retell stories they know and love. We encourage the children to use drama and role-play in the classroom.



Acting stories out helps embed story language and also helps make stories memorable.

3. SEND & inclusion.

We believe that all children have the right to learn how to read. We ensure that anyone who needs to receive daily systematic phonics teaching do, no matter their age. Children are assessed every half term by the Phonics Lead and re-grouped according to this outcome. Reading groups are fluid to ensure all children are appropriately supported and challenged. Books are sent home according to the child's RWI group and when off the program the teachers ensure that they are still reading at the appropriate level. We work closely with outdoor agencies and offer further support through additional phonics sessions and tailored interventions to support individuals in accordance with their individual plans.

All children in Reception undertake the NELI assessment which identifies children who would benefit from further language input. In addition, children identified by the class teacher as requiring support with sounds will take part in the Speech Link assessment. From this, children may be referred to SALT or may follow a programme within school.



4. What would you see in the classroom?

During phonics sessions you will see pupils:

- Decoding words using their phonic knowledge, reading common exception words on sight
- Understanding what they read by answering questions linked to the text
- Reading with some fluency and expression
- Spelling words by segmenting the sounds.

Read, Write Inc has 5 underlying principles which will be seen in lessons → Each phonics teaching area has a display co-ordinated by the Phonics Lead to provide consistency for the children as they progress through groups. Quality texts are displayed in each classroom as well as book recommendations from the teachers and children. Children will have time to read for pleasure and time in the day will be given for reading to the children.

In Whole Class Reading lessons we focus on the set of reading skills shown opposite, adjusting slightly from KS1 to KS2. The skills are displayed in each of the classrooms and referred to regularly.

Teacher modelling, echo reading and choral reading are all strategies used from Y1 - Y6 within Whole Class Reading. Every class in school has the Reading Spine for their year group displayed. These may be used for Story, Whole Class



The Five Principles of RWI

- **Pace** - fast paced lessons with 100% participation
- **Praise** - Lots and lots of praise
- **Purpose** - Every activity has a purpose
- **Participation** - Consistent partner work to involve everyone
- **Passion** - We enjoy teaching the lessons, children enjoy taking part, we are passionate that all children will read

KS1 reading skills



KS2 reading skills



Reading but we ensure these key books are included in our curriculum.

5. How much, how often?

At Bolshaw, Phonics is taught four times each week for 45 minutes to all children in EYFS and KS1. All children in school also have a daily reading for pleasure time, which is separate from the English lesson. Quality texts are used in daily English lessons, alongside story maps and drama activities to help embed the texts.

Story time happens at least three times each week to stimulate the children's imagination and expand their understanding of the world. This builds many foundational skills, introduces vocabulary and provides a model of fluent and expressive reading.



6. How do we know how children are doing? How do they know themselves?

Children who are on the RWI program are assessed at least every 6 weeks by the Reading Leader. The children are then re-grouped according to this outcome. Children know where they are in the RWI program and know what they need to work on next. In Reception the sounds the children are learning are sent home via Class Dojo with a link to how to say and write the sound. This enables the parents to continue their learning at home. Reading homework is a priority throughout school and it is expected children read their reading books at least three times per week. Parents and children are encouraged to write in reading diaries to ensure this has been done. Teachers also hear children read weekly.

Years 3 and 4 are benchmarked at the beginning of each year to check they are on the right level book band.

Year 5 and Year 6 children who are performing below the expected level will access the Fresh Start reading programme.

RWI Sound Assessment

Name _____

	Date		Date		Date		Date
Set 1		Set 2		Set 3		Additional words	
m		ay		a-e		ue	
a		ee		ea		ie	
s		igh		i-e		au	
d		ow		o-e		e-e	
t		oo		u-e		er	
i		oo		aw		ck	
n		ar		are		wh	
p		or		ur		ph	
g		air		ow			
o		ir		oi			
c		ou		ai			
k		oy		e			
u				oa			
b				ew			
z				--			

7. Cross-curricular links and enrichment

At Bolshaw we celebrate reading successes in assemblies, and in the classroom. Reading for pleasure is at the heart of our curriculum and is promoted throughout all subjects. The children enjoy recommending great books to their peers and the children love to hear recommendations from the teachers. We enjoy celebrating World Book Day with a focus on sharing stories and poetry. The children are encouraged to bring in their own story or nonfiction text to share with their class. The children go on visits to the local library and we regularly re-stock our school library, focussing on age appropriate, diverse, quality texts we know the children will enjoy. We believe that visits from authors, illustrators, poets and storytellers are vital. Meeting an author, illustrator or poet in real life and hearing them convey their passion for their work can ignite a love of reading. Within class, we engage children in regular drama and role play activities, bringing books to life and helping embed the story language.

