



## ***Reading is at the core of all that we do.***

### **So how do we progressively teach reading at Stanton St Quintin Primary School so that children are prepared for every stage of reading in their early education?**

#### **EYFS**

- Sharing a broad and balanced range of high-quality books with children as they start on their early reading journey through daily story time
- Enjoying nursery rhymes and poems, exploring rhyming words and patterns
- Daily teaching of the Sounds Write Initial Code starting early in Term 1 (Rec)
- Targeted support during phonics lessons for the lowest 20% of learners
- Early and frequent assessment together with targeted intervention using an over-teach or adapted approach
- Phonics books matched to phonics scheme to apply learnt sounds
- Early vocabulary development and teaching
- Frequent visits to our school library with free choice of books to borrow to instil reading for pleasure
- Opportunities for reading and book themed activities within continuous provision to bring stories and story worlds to life
- Planned time for book talk
- Explicit teaching of oracy in line with our long-term plan
- Planned and spontaneous opportunities for quality adult/child interaction to support the development of speech
- Nuffield Early Language Intervention (NELI) for those identified as vulnerable to underachievement for understanding and comprehension
- Sounds Write trained staff throughout Early Years
- Buddy reading time to share a love of reading with older children

#### **Key Stage 1**

- Sharing a broad and balanced range of high-quality books in line with children's growing reading diet through continued daily story time
- Early assessment of children's phonics retention from EYFS and ability to blend
- Early intervention for children who need to revisit and embed previously taught sounds
- Daily teaching of the Sounds Write Extended Code within individual year groups, building upon previous learning and teaching of initial sounds
- Highly effective teaching of different ways to spell sounds in line with Extended Code units
- Targeted support during phonics lessons for the lowest 20% of learners
- Regular assessment to influence targeted intervention using an over-teach or adapted approach
- Phonics Screening baseline assessment to identify those vulnerable to underachievement (Y1)
- Phonics books matched to phonics scheme to apply learnt sounds for Year 1
- Progressively banded books to challenge children as readers as they progress into Year 2
- Frequent vocabulary development and teaching in line with growing vocabulary
- Frequent visits to our school library with free choice of books to borrow
- A blended approach to the teaching of reading and writing
- Weekly 'Book Club' session to share a whole class book and book talk
- Explicit teaching of oracy in line with our long-term plan
- High quality adult/child interaction to support the development of speech
- Learning to perform each term in line with our poetry spine
- Sounds Write trained staff throughout Key Stage 1

## Key Stage 2

- Sharing a broad and balanced range of high-quality books in line with children's ever-growing reading diet through continued daily story time
- Support from knowledgeable staff to explore a variety of genres and authors
- Early assessment of children's phonics retention from KS1
- Early intervention for children who need to revisit and embed previously taught sounds, together with the use of phonics books to continue to embed
- Targeted support during reading sessions for the lowest 20% of learners
- Regular reading assessment to influence targeted intervention
- Progressively banded books to challenge children as readers as they progress to 'free-reader' chapter books
- Continued vocabulary development and teaching in line with growing and maturing vocabulary
- Frequent visits to our school library with free choice of books to borrow
- A blended approach to the teaching of reading and writing
- Weekly 'Book Club' session to share a whole class book and book talk
- Explicit teaching of oracy in line with our long-term plan
- High quality adult/child interaction to support the development of speech
- Learning to perform each term in line with our poetry spine
- Sounds Write trained staff throughout Key Stage 2 (working towards)

**It is our belief that every child has the ability to leave primary school as a fluent, able and motivated reader, in order to prepare them for the next stage in their education and open up a wider world for every child.**