

Sherwood Primary School

Reading Strategy

Reading is at the heart of the Sherwood Curriculum. Our Curriculum provides our children with opportunities to read widely, explore, ask questions and become knowledgeable, independent learners. Through reading, we prepare our children for life-long learning.

At Sherwood, we teach reading explicitly and through our wider curriculum. We work closely with our parents and carers to support every child's reading journey. Our children benefit significantly from this partnership.

This document provides an overview of our Reading Strategy at Sherwood, with reading fluency, understanding and the development of a love for reading at the heart of our work for every child.



Curriculum Leader: Mrs J Lumb
Assessment Leader: Miss S Barrett
English Leader: Miss L Terrell
Deputy English Leader: Mrs K Sheppard
Phonics Leader: Mrs N Hanson
Early Language Leader: Mrs B Stamp
EAL Leader: Mrs M Holt

Phonics

At Sherwood, all children in Foundation Stage and Year 1 take part in a 20-25 minute phonics lesson each day. Our daily phonics lessons follow the guidance set out in Red Rose Letters and Sounds Programme. Phonics sessions aim to build children's speaking and listening skills alongside teaching our children to read and write by developing their ability to blend and segment words. Teaching begins swiftly for our children in EYFS following admission each September. Through a carefully structured teaching sequence, our children will learn to:

EYFS	Autumn 1	Read words, sentences and decodable texts containing the Phase 2 graphemes: s a t p i n m d g o c k and Phase 2 tricky word: the Read High Frequency Words as is his has linked to s pronounced /z/ where appropriate
	Autumn 2	Read words, sentences and decodable texts containing the Phase 2 graphemes: ck e u r h b f f l ll ss and Phase 2 tricky words: I to no go into
	Spring 1	Read words, sentences and decodable texts containing the Phase 3 graphemes: j v w x y z zz qu ch sh th/th ng and Phase 3 tricky words: he she we be me was my you they
	Spring 2	Read words, sentences and decodable texts containing the Phase 3 graphemes: ai ee and igh oa oo/oo ar or with two-syllable words and Phase 3 tricky words: her all like . Read words, sentences and decodable texts with the Phase 4 tricky words: said when have one
	Summer 1	Read words, sentences and decodable texts containing the Phase 3 graphemes: ur ow oi ear ir ure er then phase 4 tricky words: come do so were some there out little what Read words, sentences and decodable texts containing: CVCC & CCV words
	Summer 2	Read words, sentences and decodable texts containing: CCVC & CCVCC words and CCCVC & CCCVCC words, polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Read words, sentences and decodable texts with the Phase 4 tricky words: come do so were some there out little what

Year 1	Autumn 1	Read words, sentences and decodable texts containing: CCV, CVCC, CCVC & CCVCC words and CCCVC & CCCVCC words, polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Read words, sentences and decodable texts with the Phase 4 tricky words: come do so were some there out little what Phase 5 Further Graphemes for Reading and Writing ay ou ie ea oy ir ue ue y(oo) aw wh ph ew ew y(oo)
	Autumn 2	Read and write phase 5 Further Graphemes oe au a-e e-e i-e o-e u-e u-e y(oo) Phase 5 Alternative Pronunciations for Graphemes i o o c g u ow ie ea er ch ch a e y y ou ou
	Spring 1	Phase 5 Alternative Spellings for Phonemes ee/ ee ea ie e-e y e ey /oo/ oo ew u-e y(oo) ue /y(oo)/ ui /ai/ ai ay a-e a ey eigh ea /igh/ igh ie i-e y i
	Spring 2	Phase 5 Alternative Spellings for Phonemes oa/ oa ow oe o-e o ol oul ow/ow ou ough oi/ oi oy ar/ ar a al /u/ u oo oul or/ or aw au oor ore al our oar augh ough ur/ ur ir er or ear
	Summer 1	Phase 5 Alternative Spellings for Phonemes ear/ear eer ere air/ air ear are ere l/ le al /z/ se ze /zh/ s si
	Summer 2	Phase 5 Alternative Spellings for Phonemes n/ kn gn r/ wr /j/ g ge dge /s/ c /s/ se ce sc st sh/ ch ti ssi si ci s ss ce m/ mb v/ ve ch/ tch ture



Along their reading journey through the Phonics Phases, our children will be provided with books to practise their decoding skills (aligned to Red Rose Letters and Sounds), improve their reading fluency and to deepen their comprehension skills whilst reading a wide variety of fiction and non-fiction texts. 1:1 focussed teaching support is provided for all children at the start of their reading journey.

As our children become more fluent and confident readers, we will provide texts that will build our children's reading stamina, provide challenge and introduce the children to wider reading for pleasure and interest across the curriculum. 1:1 focussed teaching support continues and small group guided reading sessions are introduced as children progress through EYFS and Year 1.

Whole Class Shared Reading

Whole class shared reading instruction forms a vital part of our delivery of our English Curriculum. Our children are collectively exposed to a wide range of high-quality texts (fiction, poems and non-fiction), through which learning objectives are carefully planned. Our children are provided with time for deep exploration of a text and the opportunity for class discussion, through which comprehension skills are developed. Our teachers provide a model when reading aloud and through instruction provide a scaffold for inference and understanding of emotion that children can use later when re-reading.

Guided Reading

From EYFS, our children participate in weekly guided reading sessions that focus on application of new learning, vocabulary and comprehension skills.

The guided session, provided by the teacher, is an opportunity to provide focussed teaching specifically matched to a phonics stage and/or reading ability level of the group of children. Guided reading sessions will include modelled, shared and independent reading opportunities for children in the group.



Reading Workshop

From Year 2, our guided reading sessions are built into our Reading Workshop. These sessions include a guided reading session led by the class teacher and tasks to support wider exploration of a text. Pre reading and follow-up reading opportunities will be planned across the week to support the objective of the guided session. Our children will also have the opportunity to select their own reading material to read for pleasure.

Vocabulary

At Sherwood, a wide range of challenging vocabulary is embedded in our curriculum. Our teachers explore new words at every opportunity. Through reading, key vocabulary is introduced, discussed, collected and displayed in classrooms; the etymology and morphology is explored as appropriate. In these sessions, children deepen their knowledge of the English language and are given lots of opportunities to revisit/retrieve knowledge of previously learned vocabulary (Tier 1 and Tier 2).

Our teachers, support staff and children 'jump on' vocabulary in texts and explore their meanings in context, identifying synonyms and antonyms. Our teaching also includes discrete vocabulary instruction to support our children in developing subject specific terminology (Tier 3).

- Tier 1 – high frequency in spoken language
- Tier 2 – high frequency in written texts
- Tier 3 – subject specific, academic language

Disciplinary Reading

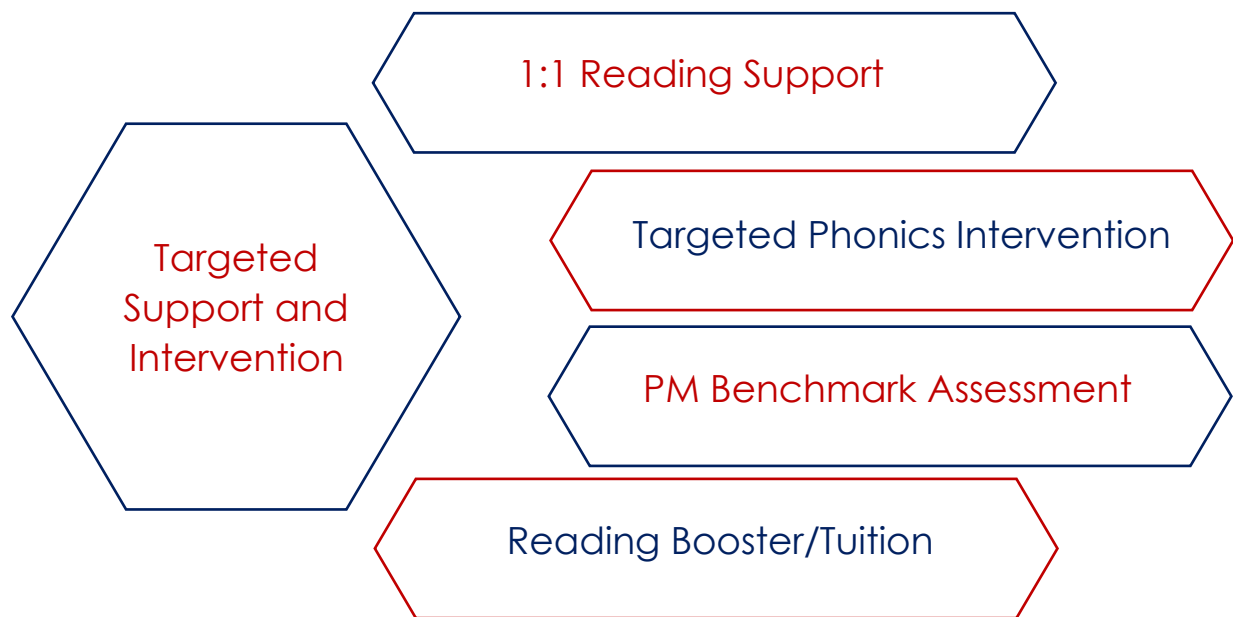
Our Subject Leaders have worked closely with Senior Leaders to develop the use of high-quality texts across the curriculum to support and enhance Curriculum delivery. Carefully selected texts in each year group provide opportunities for our children to read as a 'Historian' or a 'Scientist' for example and prepares our children for disciplinary reading opportunities in the next stage of their education.

Targeted Support and Intervention

We closely track and monitor our pupils' progress through the phonics phases and we carefully assess pupils' reading comprehension skills.

Some children may require additional support from the beginning, so provision is carefully planned and tailored to a pupil's individual needs. Some children may require additional practise, in order to achieve the expected standard and maintain pace through the phonics phases. Additional phonics sessions are therefore planned alongside 1:1 reading support. Phonics teaching intervention continues throughout KS1 and KS2 as appropriate.

At Sherwood, we use a reading assessment tool (PM Benchmark) to assess the needs of pupils who are not making expected progress in Reading. This assessment supports swift identification of the specific focus for targeted support. We also utilise funding to provide our pupils with 1:1 or small group tuition as required.



We work closely with our parents and carers to support our children's reading journey at Sherwood. This includes supporting children who are in receipt of pupil premium funding, have a Special Education Need and/or English as an additional language. Tailored professional development opportunities for all teaching and support staff ensure that staff are equipped with the skills and knowledge needed to provide the right support for all children who are at risk of falling behind.





Reading Enrichment

We provide a wealth of reading enrichment opportunities to nurture our children's reading fluency and love for reading. Our children benefit from a well-resourced library and visit the library regularly to select their own reading materials. Our children in Key Stage 2 are exposed to a wealth of authors and text genres through our Reading Pathways initiative. Our children are challenged to reading 36 books from their chosen reading pathway.

Our children champion reading, creating book reviews for their peers, making recommendations and offering their time to read with their younger peers.

Our classroom book areas are regularly updated with new text titles and books linked to our Assembly themes are provided for each class. Our children contribute to the evaluation of reading materials available and have work with our Reading Leaders to introduce new *identity texts* to our bookshelves.

We work closely with our parents and carers to strengthen our School Reading Culture and utilise our school website to provide resources, guidance and homework links.

Annual Book Drop	Reading Champions	World Book Day	Book Swaps
Playground Reading Boxes	Reading Pathways	Book Reviews online	Book wrap Book Reviews
Pupil led Story Time for EYFS	Book Areas in all classrooms	Library visits	Visiting Poets
Visiting Authors	Fantastic Book Awards participation	Reading Updates for Parents through Newsletters	Modelled reading videos to support homework
TA Reading Updates	Global Learning Theme Whole Class Texts	Parent/Carer Support Resources	Reading championed by all staff
Identity Texts	Pupil led text selection	EYFS Parental Workshop	£1 Book Shop
Reading to Residents of Sherwood Lodge	Reading Trails	Book Fair	Read Together QR Codes

We are committed to ensuring that reading is valued, promoted and actively encouraged across the Curriculum and through the life of our School. Reading is celebrated at Sherwood and our children's love for reading is nurtured through a wealth of whole school initiatives.

