

TANKERSLEY C of E (A) PRIMARY SCHOOL

READING POLICY



***“Guide me in your truth and teach me, for you are God my Saviour
and my hope is in you all day long”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2026

Next review September 2028



Information about Reading at Tankersley St Peters

Reading Intent

Reading is a subject we value very highly at Tankersley St Peters. We are tenacious in ensuring **every single child** can read by the time they enter KS2. It is expected that every child will learn to read no matter what their need, background or circumstances.

We do not leave this to chance and there are robust systems in place to post teach and support children with reading through EYFS, KS1 and KS2 when they may be struggling. The focus, from the earliest stage of a child entering Tankersley school in EYFS, is that the children learn how to decode and apply sounds to new words. This is a key pre-requisite to fluency so we invest heavily in a daily phonics session using a highly structured synthetic phonics scheme and a catch-up phonics programme for those children who need this.

We also value the importance of children being able to comprehend texts well as they begin to access these across different subjects in school. We ensure that our children have access to a carefully sequenced range of text types from EYFS to Y6 – fiction, non-fiction and poetry. Children learn to comprehend using a range of skills and strategies that are well sequenced within our reciprocal programme. They are given opportunities to apply these reading comprehension skills in different contexts using a range of these strategies to support their understanding.

We teach our children to love books and the joy of becoming a reader. Each classroom has a lively and engaging reading corner that is well stocked with books. We are thorough in our approach to ensuring that parents support reading at home and our systems ensure that this is not left to chance. Each child has a spiral bound reading diary made by the school and bespoke to the school phonics scheme and reciprocal scheme. The school year promotes a love of reading through our annual reading corner competition and world book day projects.

Reading Implementation

Early Reading EYFS and KS1 – Phonics and word reading through our *Read Write Inc. programme*

Children learn to read following the Simple View of Reading: we teach both word-reading and language comprehension. At Tankersley we use the Read Write Inc. phonics scheme. (RWI)

Through the RWI phonics scheme, pupils learn a simple alphabetic code from the earliest age in F1 throughout our Early years foundations stage. This is followed later by a more complex code as children progress through EYFS in KS1. The pupils learn Speed Sound Set 1 sounds and then progress to Speed Sound Set 2 and 3.

These phonemes are practised daily within the green word cards where children look for 'special friends' phonemes and they 'Fred talk' the sounds. Some words learned are not necessarily phonetically decodable and these are known as red 'tricky word' cards.

All our RWI reading books progress cumulatively and are matched to the sounds children know. Phonetically decodable books are used daily and are taken home so pupils can practise sounds at home. Children need to practise what they can already read. Therefore, at the end of the week they bring home the book that they have been practising during their RWI lessons. It is therefore expected that they should be able to read this story very well and it is being sent home to show parents how well they can read it. The book will contain the sounds that the children have been learning. Children enjoy re-reading stories they know well. It improves not only their fluency but also their self-esteem. In order to reinforce the children's classroom learning we also send home a second book, which is called a 'Book Bag Book'. These books correspond to the classroom Storybooks. Thus, they reinforce children's classroom learning of phonics, helping them to make even faster progress in reading.

We don't use books that:

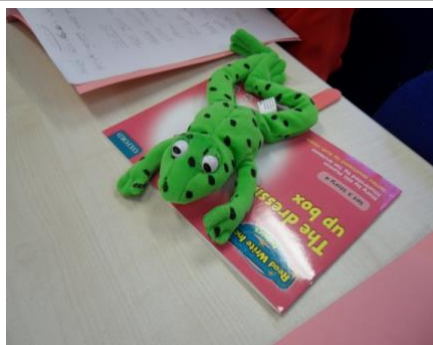
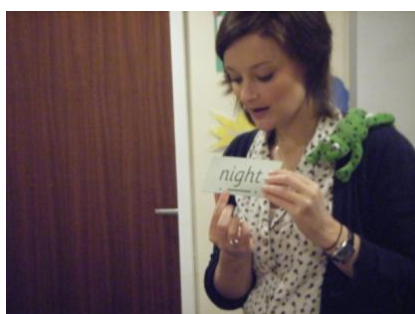
- use 'Look and say' sight recognition or use repetitive structures and picture guessing e.g. I can see a kangaroo, I can see an elephant, I can see a giraffe...
- rely on guessing by picture and context.
- promote key graphemes, but include other words with sounds children have not been taught promote phonics, but do not match to the sounds children know.

Impact

Phonic awareness helps the development of reading as pupils learn to segment and blend sounds. The head teacher and reading leaders regularly screen pupils from an early age so no child slips through the net. All staff are seen as 'reading leaders' and attend coaching and mentoring sessions to support the teaching of phonics. We aim for Read Write Inc. phonics to be redundant by the end of Year 1/ early Year 2.

Whole school Progression in Phonics document

Group A & B	Group c	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group
Teach Set 1 in this order m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k Word time 1.1 blending m a s d t e.g. mat sad dad Word time 1.2 blending m a s d t i n p g o e.g. pin sit dog Word time 1.3 blending m a s d t i n p g o c k u b e.g. bed cat mud Word time 1.4 blending m a s d t i n p g o c k u b f e l h s h e.g. fun had ship Word time 1.4 blending m a s d t i n p g o c k u b f e l h s h e.g. fun had ship Word time 1.5 blending m a s d t i n p g o c k u b f e l h s h c k r j v y w e.g. rat yes wish	Ditty Speed Sound Lesson Teach Set 1 sounds (special friends) Teach Word Time 1.5-1.6 Review Word time 1.1 – 1.4 Teach nonsense words (3 sound words) Spell using FF (See photocopy masters 1-10) 2 weeks programme Do a ditty a day.	Ditty Speed Sound Lesson Teach Word time 1.6 blending m a s d t i n p g o c k u b f e l h s h c k r j v y w t h z c h q u x n g n k e.g. chin quiz six Word time 1.7 blending m a s d t i n p g o c k u b f e l h s h c k r j v y w t h z c h q u x n g n k e.g. strop packet Review Set 1 sounds(reading only) and Word Time 1.1 -1.5 Teach nonsense words (3 & 4 sound words) Spell using FF	Set 2 Speed Sound Lesson Teach Set 2 sounds & corresponding phonics green words ay ee igh ow oo oo ar or air ir ou oy Review Set 1 & previously taught Set 2 phonics green words Teach nonsense words Spell using FF	Set 2/ 3 Speed Sound Lesson Teach remaining Set 2 sounds and corresponding green words Once confident, teach Set 3 sounds & corresponding green words. Review Set 1 and previously taught Set 2 phonics green words Teach nonsense words Spell using FF	Set 3 Speed Sound Lesson Teach Set 3 sounds & corresponding green words ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion Review Set 1 & previously taught Set 2 & Set 3 phonics green words Teach nonsense words Spell using FF (focus on Set 2 words)	Set 3 Speed Sound Lesson Teach Set 3 sounds & corresponding phonics green words Review Set 1 & previously taught Set 2 and Set 3 phonics green words Teach nonsense words Spell using FF	Set 3 Speed Sound Lesson Teach/review Set 3 sounds & corresponding phonics green words Review Set Set 1, Set 2 and Set 3 phonics green words Teach nonsense words Spell using FF, support correct grapheme choices	Set 3 Speed Sound Lesson Teach nonsense words Review Set 1, Set 2 and Set 3 sounds & corresponding phonics green words Spell using FF, support correct grapheme choices		
Reception Expectations of Progress	Reception End of Term 1 Expectation - Ditty	Reception End of Term 2 Expectation - Red	Reception End of Term 3 Expectation - Green / Purple							
Year 1 Expectations of Progress			Year 1 Start of Term 1 Expectation - Green/Purple (Target Green & below)	Year 1 End of Term 1 Expectation - Pink/Orange	Year 1 End Term 2 Expectation - Yellow	Year 1 End Term 3 Expectation - Blue / Grey				



Teaching of Comprehension skills – Reciprocal reading through ‘Canine Pals’

Reciprocal reading strategies and skills are taught daily to help children to comprehend the texts they read. These are taught through our **Canine Pals**. Pupils learn how to understand texts and answer a range of comprehension questions through the roles of each canine pal - *Victor Vocabulary*, *Iggy Inference*, *Pip Predictor*, *Suki Sequencer*, *Rex Retriever* and *Sheba Summariser*. In KS2, Arlo the Author and Cassie Commentator canine pals are introduced. Pupils become increasingly independent in these skills as their confidence in reading develops. A wide range of texts and reading materials are used - poetry, fiction and non-fiction texts. Prepared comprehensions are also practised weekly at home.

Progression for Reciprocal Reading

To teach the reading skills needed for good comprehension of texts, we use Canine Pals as below:

Vocabulary Questions with Vocabulary Victor Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.		Inference Questions with Inference Iggy Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.	
Retrieval Questions with Rex Retriever Rex Retriever will help you to go into a text and retrieve the facts.		Prediction Questions with Predicting Pip Predicting Pip tries to see the future and she will help you work out what might happen next.	
Sequence Questions with Sequencing Suki Sequencing Suki likes everything in order! She will help you sequence the events in a text.		Summary Questions with Summarising Sheba Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.	
 Compare, Contrast & Comment Questions with Cassie the Commentator Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?		Author Choice Questions with Author Arlo Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.	

EYFS

In our EYFS setting, we focus on the reading skills of retrieval and inference. We use Rex Retriever and Iggy Inference to teach the children to retrieve information and infer how someone might be feeling or why something is happening. This links with our Phonics strategies of ‘fastest finger’ and ‘have a think’ as part of the Read Write Inc. programme. Victor Vocabulary is also introduced to promote and build tier 2 and tier 3 vocabulary and is linked our whole school strategy to develop word conscious classrooms.

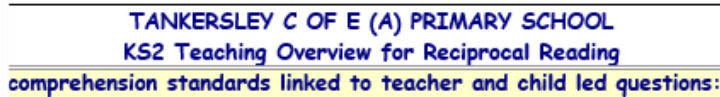
KS1

In KS1, whilst building on the comprehension skills in EYFS, we also focus on the skills of prediction and sequencing. We use Predicting Pip and Sequencing Suki to teach the children how to work out what happens next and how to sequence events in a text. As texts become more complex, we believe it is important to order the events in a text and to think ahead about how a plot or character may develop. In the KS1 reciprocal reading lesson children are placed in ability groups and focused teaching sessions are planned to teach the comprehension skills using a text appropriate to their reading ability. In Y1 comprehension is done orally. Children who are still learning their sounds will focus on word reading linked to their RWI ability rather than language comprehension. Teachers teach the knowledge that is needed to understand the text. When the children are ready for language comprehension, key questions are planned by the teacher and the children also innovate on their own questions using the appropriate Canine Pal to facilitate this. Children then have the opportunity to do an independent reading comprehension linked directly to the group text.

A well-structured Reciprocal Reading sequence of learning is taught in KS2. This plan is progressive throughout the year groups and includes strategies such as active reading and text marking.

In KS2, whilst building on the comprehension skills from KS1, we also focus on the skill of summarising. We use Summarising Sheba to help children to understand the main points of a text and to build on the KS1 skill of sequencing. There are also 2 additional skills taught in KS2 which are to understand authors intent and how to compare, contrast and comment on texts. For these skills we introduce Arlo Author, which helps children to say why the author chooses certain words and phrases, layout and figurative language. Cassie the Commentator is also used to compare how a character's feelings change throughout the text and how we know this.

Children are placed in mixed ability pairs and read a wide range of texts and extracts. Children do a first read of the text which is teacher led, and use the comprehension skills to support understanding and clarification. The children then do a comprehension to deepen understanding and to practise answering questions using the different comprehension skills using the canine pals. They also work with a learning partner to discuss and explain their answers and to check understanding.



- **infer** - draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- **clarify** - give/explain the meanings of words in context.
- **locate** - retrieve key information.

- non-reflective - retrieve key information.

Summarising Sheba- summarise main ideas from more than one paragraph.

Predicting Pip- predict what might happen from details stated and implied

Cassie Commentator- To be able to compare how a character's feelings change throughout the text, explaining how you know.

Arlo Author- say why the author chose words, layout, figurative language...

Lesson 1

Vocabulary

Children will work in mixed ability groups. Teacher will use the puppets. Each class has a Reciprocal Reading display which shows key vocabulary for the sequence.

Tier 3

Tier 2

Fluency and understanding the text

Reciprocal Reading- child led Top Dog role (group session)

* Introduce text using a picture. Children talk about the picture. Make predictions justifying an answer.

* **ACTIVE READING:** Teacher to model reading the text out loud emphasising certain words for effect and adding expression.

Y3- Whilst the teacher is reading the children underline (in pink pen) the emphasised words.

Y4 - Whilst the teacher is reading the children underline (in pink pen) the emphasised words.

Children place a / above the full stops in the text using the pink pen.

Y5- Whilst the teacher is reading the children underline (in pink pen) the emphasised words.

Children place a / above the full stops in the text using the pink pen.

Children place // above the commas in the text using the pink pen.

Y6 - Whilst the teacher is reading the children underline (in pink pen) the emphasised words.

Children place a / above the full stops in the text using the pink pen.

Children place  above the commas in the text using the pink pen.

Children place an arrow  above the words to show increase and decrease of volume.

LINGER LONGER ON VOCABULARY

*Introduce 6 key vocabulary MTTT with definitions and picture clues- teacher to explain meanings.

Throughout the sequence, children play games and discuss (charades, QYP, synonyms, different contexts...)

*Vocabulary in context- children highlight the vocabulary and read each sentence containing that word.

*Children will do a shared read to develop fluency and understanding. Eyes set, you bet and lollipop sticks to track. Teacher to listen to children read as they walk around.

*Rex Retriever- children highlight and retrieve approx. 6 questions that the teacher asks verbally.

[illegible]

* UKS2 ACTIVE READING: Annotating the text (narrative and poetry).												
<table><tr><th>Close Reading & Noting</th><th>Inference & Meaning</th><th>KS2 Active Reading Sentence Stems</th><th>Character & Perspective</th><th>Setting & Atmosphere</th><th>Authorial Craft</th></tr><tr><td> - Which word or phrase stands out here? - What detail is easy to miss? - What does this sentence add? - Why has the author included this? </td><td> - What does this suggest about the character? - What can we infer from their actions? - What is the author implying but not saying? - What clues are we given? </td><td> - What does this tell us about the character's personality? - How might another character see this moment differently? - What might the character be thinking but not saying? - How does this moment change the character? </td><td> - How does the setting affect the mood? - Which words create tension here? - What kind of place is this meant to be? - How does the setting influence what happens? </td><td> - Why might the author have chosen this verb/adjective? - What effect does this simile/metaphor have? - How does sentence length affect the pace? - Why does the author show us down here? </td></tr></table>	Close Reading & Noting	Inference & Meaning	KS2 Active Reading Sentence Stems	Character & Perspective	Setting & Atmosphere	Authorial Craft	- Which word or phrase stands out here? - What detail is easy to miss? - What does this sentence add? - Why has the author included this?	- What does this suggest about the character? - What can we infer from their actions? - What is the author implying but not saying? - What clues are we given?	- What does this tell us about the character's personality? - How might another character see this moment differently? - What might the character be thinking but not saying? - How does this moment change the character?	- How does the setting affect the mood? - Which words create tension here? - What kind of place is this meant to be? - How does the setting influence what happens?	- Why might the author have chosen this verb/adjective? - What effect does this simile/metaphor have? - How does sentence length affect the pace? - Why does the author show us down here?	Teacher to plan 4-6 questions adapting the sentence stems above. The teacher asks a question, e.g. What does the furrowed brow tell us about how the character is feeling? Children highlight the words 'furrowed brow' in a different coloured highlighter. Then they draw an arrow from the highlighted words to the side of the text and record their thoughts. *The teacher will nominate a top dog who will lead the group and each child will take one of the canine pals and will take it in turns to ask a question that links to the canine pal. Child to introduce themselves in the role of the dog, stating what their skill is and asks question. Children TTYLP and then discuss the answers in the group. (This is an oracy discussion and not written.) One group have the puppets. *Teacher introduces the focus dog and children with that dog will share their questions to discuss. <u>Year 3 transition-</u> For the first term, teacher will be in role as Top Dog for the whole class. Each group will take on the role of one of the Canine Pals. Puppets will be placed in the centre of each table. Pairs will generate questions for the comprehension skill that have been allocated to that group. Using lolly sticks, teacher will ask a child to ask a question (holding the puppet) and then children TTYLP about how they would answer the question using evidence/clues from the text.
Close Reading & Noting	Inference & Meaning	KS2 Active Reading Sentence Stems	Character & Perspective	Setting & Atmosphere	Authorial Craft							
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Lesson 2 Vocabulary	Fluency and deepening the text Reciprocal Reading- evidence collecting (whole class) *Children will summarise things that they read in the text yesterday- meet and greet/TTYLP/rock, paper scissors... *Discuss vocabulary. Throughout the sequence, children play games and discuss (charades, QYP, synonyms, different contexts...) *Children will do a shared read- intonation, expression and emphasis from Active Reading. *Pair Talk- teacher share questions for the children discuss. *Teacher will model a handwritten question on paper and discuss how we will answer the comprehension question. Teacher will talk through all the choices. 1. Read the question 2. Discuss which dog the question belongs to and why. 3. Highlight/underline key words in the question. 4. Find the answer in the text or the clues to the answer. 5. Highlight the answer which proves how we know- use visualiser. 6. Write the answer to the question. If a question is an impression, use the impression cards to support learning and to expose children to the vocabulary for character, personality or <u>setting</u>. *Children will answer their questions- highlight, highlight, answer Children who complete the questions will label each question with the dog and write their own questions.											
Lesson 3 Vocabulary	Fluency and delving deeper into the text Reciprocal Reading- prove it (whole class) *Children will summarise things that they read in the text yesterday- meet and greet/TTYLP/rock, paper											
Tier 2	scissors... *Discuss vocabulary. Throughout the sequence, children play games and discuss (charades, QYP, synonyms, different contexts...) *Children will do a shared read- storyteller voice. *The children will complete a comparison or sequencing activity- comparing pictures to text, matching descriptions to pictures that link to the text and ordering of events. UKS2 use the sticky dots where appropriate to compare. *Prove it!!!! Children will discuss their answers and where they found the evidence or clues. How did you know the answer? Where is the evidence? Do you disagree on any answers? If children want to change or add evidence, they do so in <u>green pen</u>. *Teacher will ask children to explain the answers and mark- use <u>red pen</u> to mark and to correct any errors. *Each time the teacher will ensure that the children explain and show how they know that, that was the answer using visualiser. UKS2 can have a child highlighting the evidence. Did we underline key words, notice the words in bold and highlight the answer we retrieved?											
Lesson 4	Reading for Pleasure- reading tokens/ 1-1 reading (individual) Adult to read with bottom 20% children and children who are borderline EXS/6bS *Children will read their own reading book independently/topic related books. * During the session teacher will hand out reading tokens and will listen to 1-1 readers. *At the end of the session, discuss a selection of vocabulary and teacher shares the meaning. *Any book recommendations?											

Reading for pleasure

We help children to enjoy reading all types of text from the minute they come into school. We decide the books that are enjoyable to read to children and for them to access.

We select:

- stories that elicit a response: curiosity, anger, excitement, enjoyment, amusement.
- non-fiction either connected with something we are teaching or something children might already be interested in.
- Poetry books and our Poetry basket subscription.

Reading areas in the classroom are inviting and lively with space for the pupils to sit and read. Pupils visit their class and school libraries regularly to change their books.

Repeated Reads

Repeated Reads are designed to extend and deepen young children's vocabulary and comprehension so they can understand the books they will soon learn to read for themselves. In Nursery the children experience traditional stories developed through the 'Twitch Project'. In EYFS and Year 1 the children have a carefully chosen repeated read text for every week of the academic year. In Year 2 repeated reads are read in term 1a only. The teacher reads the text over the week and then the children can access multiple copies during RfP. By reading aloud a story to the children every day, we are fusing the act of reading with comfort and love; encouraging our children to want to hear it again and again.

TANKERSLEY'S REPEATED READS– Year 1			
Year Group	Autumn	Spring 2023	Summer
Y1	Autumn 1: (Space themed)	Spring 1: (Pirate/Adventure themed)	Summer 1: (Plant theme)
1	Traction Man by Mini Grey	Sally Dags by Katy Long	Adventures Baby, John Burningham
2	Bob Man on the Moon by Simon Barmen	How to be a Viking by Cressida Cowell	The Extraordinary Gardener by Sarah
3	The Scarecrow wedding by Julia Donaldson	Grandad's Secret Giant by David Litchfield	Grandad's Island by Beryl Davies
4	Here we are by Oliver Jeffers	Jack and the Pumpkin Tree by Julia Donaldson	The Small and the White by Julia Donaldson
5	The Smells and the Smells by Julia Donaldson	Biscuit Bear, Mini Grey	Poetry: Mashed: Content, Grumpy Bear's Mashed Potato & Grumpy Bear's Grumpy Bear by Beryl Davies
6	On the way home by Jill Murphy	Life and the Secret of Barn by David Conway	Grumpy Bear by Beryl Davies
7	Where the wild things are by Maurice Sendak		
8	True, Patricia Hegarty		
	Autumn 2: (Winter / Christmas themed)	Spring 2: (Castles themed)	Summer 2: (Animal themed)
1	The Rabbit belongs to Emily Brown by Cressida Cowell	Zog by Julia Donaldson	Tigger by Julia Donaldson
2	Here comes Jack Frost by Rasmus Rasmussen	There was a dragon who swallowed a knight by Penny Parker	Wash with a wolf by Jane Yolen (New Action picture book)
3	Winter's Child by Angela Johnson (Shoshanna Baker Smith)	Small Knight and George and the Royal Chocolate Cake by Ronda Armitage and Arthur Roberts	Drago, Shirley Hughes
4	Sticksman by Julia Donaldson	The knight who wouldn't fight by Helen Docherty and Thomas Docherty	Storm Whirl, Beryl Davies
5	Gruffalo child by Julia Donaldson	The Princess and the wizard by Julia Donaldson	The Lion Inside, Rachel Bright
6	Jelly Christmas Postman by Janet Ahlberg & Alan Ahlberg	The Baddies by Julia Donaldson	You can't take an elephant on the bus, Patricia Cleveland-Peck
7	The Grumpy's Christmas by Drew Daywalt		I want my hat back by Jan Pott
8			



when a person or animal is caught away

Year: 1	Repeated Read: Traction Man	Term: 1a	Week: 1
Monday	Introduction	Traction Man is here! He has a special outfit for every occasion. He looks after the house saving toys, guarding toast and searching for lost wheels. He even tries to rescue others. Traction Man is ready for anything... or is he?	TTTP - What kind of adventures do you think Traction Man might have?
Monday	Characters	Traction Man, Fat Pillows, Scrubbing Brush, Grumpy, and Doctor Sock	
Monday	Story problem	Traction Man doesn't like his new outfit and thinks he can't be a hero in it.	
Monday	Vocabulary	captive	rejoice
Tuesday	Favourite Phrases	Traction Man is	
Tuesday	Vocabulary	guarding	volunteered
Wednesday	Freeze Frame	Children you are all: Traction Man	
Wednesday	Feelings	How did you feel when you rescued the farm animals? You look - delighted! We are delighted! How did you feel when you rescued the farm animals? You look - proud of yourself! We are proud of ourselves! How did you feel when you were the all-over-the-kitchen-knitted-green-ranger-suit? Freeze frame your expression. You look - embarrassed! We are embarrassed! You look - miserable! We are miserable!	
Wednesday	Vocabulary	fancy	potatoes
Thursday	Which is the right sentence?	Traction Man is saved by a brave scrubbing brush. Or Traction Man is chased by a brave scrubbing brush.	
Thursday	Vocabulary	shrubbery	mysterious
Friday	Nice or Nasty?	Does Traction Man act nice or nasty when he jumps on the pillow?	
Friday	Quiz the main character	How did you feel when you received your medal?	
Friday	Vocabulary	What would you do if you were in a freezing bath? Agree or not? The dog is guarding the house? When might you volunteer to do something?	
Friday	Comprehension		

Story time

We read stories to children with love, confidence and enjoyment, every day. At the end of the school day there is a dedicated story time and all children are read to by their class teacher.

In each classroom, we have a **wooden story and poetry chest**. This contains carefully selected age appropriate books from a variety of authors. These are linked to our author class identities so that the children build a repertoire of titles written by key authors. Some chosen texts are specifically linked to our creative curriculum topics. We know and love the stories we read aloud, so children will want to hear the same story again and again. We use similar emphases and intonation on each reading, so children can join in the retelling.



The **wooden non-fiction chests** contain carefully selected linked creative curriculum texts. These are topic related books for history, science, geography and art. Children read these books to enhance their knowledge, understanding and tier 3 vocabulary. These familiar texts are also used to facilitate teaching and support reciprocal reading.

At Tankersley some children volunteer to be **Reading Ambassadors**. Their role is to peer mentor younger pupils and act as role models for reading across school.

Our **library monitors** support the reading environment in school and book displays and are involved with creating an environment which enhances reading. They support the reading lead with whole school reading events such as world book week.

Home Reading

Parents are given clear expectations about reading at home. Each pupil has a bespoke home reading diary containing strategies and learning support prompts directly linked to our reading curriculum to help to support reading at home.



We encourage parents to read with their children as frequently as possible and record their comments in the home/school reading diary. The children receive a reading token if it is evidenced in their records that they have read three or more times at home. This can also include reading a book from home. The tokens are placed into a weekly prize draw.

We actively encourage parents to read with their child, as it has a significant impact on their learning and progress. We advise parents to spend time talking about the text and practising their comprehension skills through asking questions as it is very important that the children have a good understanding of what they have read.

We aim for our Parents to

- know the importance of reading stories to their children at home.
- know how to read stories with and to their children.
- to support their child with reading to decode and for fluency by listening to their child read daily.

Workshops in reading are organised regularly in school to upskill parents in helping their child to be a reader. Each year we also hold a 'Reading Afternoon Tea'. Parents are invited to join their children and enjoy sharing a book whilst eating delicious pastries and having a drink. We also ask our older pupils to read with the younger children.

Impact

Teachers

- know the importance of reading stories/ poems/ powerful extracts to their children every day.
- know how to engage children in stories when reading aloud.

Parents

- know the importance of their children reading at home.
- continue to read stories to their children most evenings and listen to them read.

Children

- choose to read most evenings at home.
- talk about the books they have enjoyed reading.
- enjoy listening to stories and poems.
- know many poems/ rhymes by heart.
- enjoy reading non-fiction books.

Assessment and targeted support

Children on the Read Write Inc. scheme are screened every 6 to 8 weeks. Their progress is analysed and they are placed in the group that matches their correct level for their phonic and reading ability. Children who are not on track to be ARE are given daily 1:1 support from staff as well as a specifically employed phonics leader.

Children in LKS2 who are experiencing difficulties with reading and still have gaps in their phonetical knowledge attend RWI daily lessons. Struggling readers in LKS2 benefit from attending reciprocal reading sessions and are partnered with a more able reader. Even though these children struggle with written comprehension they are exposed to the rich vocabulary.

Children in UKS2 who are not yet reading age appropriately access the Fresh Start RWI programme. This is a systematic synthetic phonics programme for struggling readers aged 9 – 13+. Pupils are taught at their challenge point, so they learn to read accurately and fluently.

The reading curriculum does not change for SEND children, however, the resources and activity choices might. This could include access to small groups and adapted timings of lessons.

An individual class reading record is used to document those children who have read 3 or more times at home by checking their home/school reading diary. A tick is placed in the right-hand column under each week's date. At the end of the term, parents of children who have not received a token for less than 50% of the duration of the term are reminded at parents' evening about the importance of supporting their child's reading at home.

When children are heard read by an adult the left-hand column is ticked under each week's date. In KS1 this might be ticked more than once.

In KS1 and KS2 children complete termly formal reading assessments (Cornerstones & Past SAT'S papers), the results of which are analysed to inform gaps in learning.