

## Highfields Academy

### Foundation

Little Wandle Reading Sessions	3 x per week <ol style="list-style-type: none"> <li>1. Decoding</li> <li>2. Comprehension</li> <li>3. Prosody (fluency and expression)</li> </ol> 1:1 Keep up sessions
Little Wandle Assessment	Per half-term
Book Corner	Mix of picture books, fiction and non-fiction Books linked to the current topic
Reading	Children have stories read to them daily

### Year 1

Little Wandle Reading Sessions	3 x per week <ol style="list-style-type: none"> <li>1. Decoding</li> <li>2. Comprehension</li> <li>3. Prosody (fluency and expression)</li> </ol> 1:1 Keep up sessions
Little Wandle Assessment	Per half-term
PIRA assessment	Termly
Phonic Check	Starting Autumn 2/Spring 1
Comprehension	Activities provided within the daily 'carousel'
Book Corner	Mix of picture books, fiction and non-fiction Books linked to the current topic  Children have access to the Book Corner once they have finished their Literacy activity and during 'choose time'

Reading	Children have stories read to them daily
Home Reading	Phonic Reader plus a 'child's choice'
Phonic Homework	Weekly (differentiated for those not working within the class)

Years 2 - 6

Benchmarking	<p>Children who are not still using the Little Wandle reading books (Year 2) are <b>PM Benchmarked at the start of each full term</b> and assessed at the relevant coloured banded level.</p> <p>Extra 1:1 reading sessions may be provided for some children still on colour banded books.</p> <p>Once at Level 28, the children become free readers (although initially still need guidance from the class teacher regarding book selection).</p> <p>Teachers are able to benchmark at child as any point within the year if they believe that they are reading to progress on to the next level.</p>
Reading Assessment	<p>In Years 1 – 6, the children do a <b>PIRA text at the end of each term</b>.</p> <p>If teachers wish to do an interim assessment (at the end of the first half term) we also have the Head Start assessments available.</p>
Guided Reading Sessions	<p><b>Children have a GRS a minimum of once per week.</b></p> <p>In addition to sets of books, we also use a range of individual texts. By doing this, we can ensure that all children are reading a variety of work from different genres and by different authors. We are also able to adapt the texts to current events, and to the children's class topics.</p> <p>Texts are selected according to the reading level of each group, and to provide enjoyment in reading.</p> <p>We use the following sources for our Guided Reading Session:</p> <ul style="list-style-type: none"> <li>• Colour banded books</li> <li>• Reading Explorers (book per year group)</li> <li>• Brilliant Activities for Reading Comprehension (book per year group)</li> <li>• Articles from magazines and newspapers</li> <li>• Texts taken from online sources e.g. Twinkl, Easy Teaching, Literacy Shed</li> </ul>
Reading for Pleasure	<p><b>This occurs daily.</b></p> <p>Each year group has a reading corner and the children are also able to use the School Library.</p> <p>Children are encouraged to give reviews on their reading in a variety of creative ways.</p> <p>The following reading materials are available for the children to have free choice from:</p> <ul style="list-style-type: none"> <li>• Books – fiction and non-fiction</li> <li>• Magazines e.g. Aquilla, Chester Zoo, Horrible History</li> <li>• Graphic novels (comic style books)</li> </ul>

	<ul style="list-style-type: none"> <li>• Online pdf books – Teams and Collins Online Library</li> </ul> <p>The children are also able to bring books from home.</p>
Reading Lessons	<p><b>These occur a minimum of three times per week.</b></p> <p>The sessions may be run as a whole class, or in groups.</p> <p>The children are taught a range of skills over the year (depending upon their age):</p> <ul style="list-style-type: none"> <li>• Reading of unfamiliar and tricky words</li> <li>• Fluency and expression (prosody)</li> <li>• Vocabulary</li> <li>• Literal retrieval</li> <li>• Inference</li> <li>• Prediction</li> <li>• Explanation</li> <li>• Summarising</li> <li>• Sequencing</li> </ul> <p>These skills are acquired through the use of high quality texts from a variety of sources:</p> <ul style="list-style-type: none"> <li>• Comprehension Ninja – Non-fiction and Fiction/Poetry</li> <li>• Head Start Comprehension</li> <li>• Online websites such as Twinkl, Literacy Shed etc.</li> </ul> <p>Teachers are encouraged to be creative in their lessons, and therefore other texts such as song lyrics or pictures can be used to develop the above skills.</p>
School Library	<p>Teachers and children have free access to the school library.</p> <p>There are a range of books (non-fiction and fiction) for all ages.</p> <p>We also have a set of colour-banded books linked to the PM benchmarking levels as well as sets of books for older, more able readers.</p>
Reading to Children	<p>Now that we have adopted the Pathways to Write program, our class book links each half-term to this scheme.</p> <p>However, all teachers read regularly to their class using books of their choice.</p> <p>These may link to topics or because they are quality texts suitable for the age group.</p> <p>We know that children enjoy being read to, and this modelling of prosody through entertaining books is something that we consider to be a valuable part of the reading curriculum.</p>

