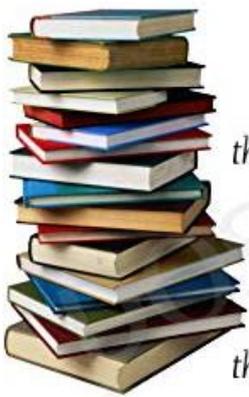


Reading Provision Berrycoombe



It is our intent at Berrycoombe to provide all pupils with a high quality reading provision which will enable our children to be well equipped to access all other learning on offer.

We envisage that our pupils are able to read fluently and confidently in all subjects, across a range of genres, by the end of their primary school journey. This will be essential in developing a real love of reading and leave our pupils prepared for the next chapter of their education.



"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."

- Dr. Seuss

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum ... Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

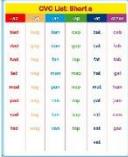
National Curriculum in England, DfE, 2014¹⁰

What a READ session looks like at Berrycoombe

		Focus	Task/Atcitty				
R		Read <ul style="list-style-type: none"> Engagement Expression Fluency Phrasing and Drama 	<ul style="list-style-type: none"> Teacher Led Reading Picture Hooks Snippet Hooks (analyse a small section of text) Pupil to whole class (short sections only) Paired reading (short sections only) Preview words (Vocab you will hear) 				
E		Explore/Explain <ul style="list-style-type: none"> Vocabulary Sentence structure Grammar Comprehension Prior Knowledge and explicit links to what we already know 	<ul style="list-style-type: none"> Drama (Acting Out Kagan Structure) Hot seating (celebrity Interview Kagan Structure) Paired work (Paraphrase passport Kagan Structure) Travelling Heads Kagan Stucture Listen Right Kagan Structure Sage and Scribe Kagan Stucture All Write Consensus Kagan Structure Swap Talk Kagan Stucture Paired Interview Kagan Stucture Agree consensus Kagan Stucture 				
A							
D		Discuss <ul style="list-style-type: none"> Opinion/Evidence Prediction Authors intent Impact on reader Explanation Stem (I wonder if, It seems to me... This suggests) 	<ul style="list-style-type: none"> Explanation Stem <ul style="list-style-type: none"> I wonder if... It seems to me... This suggests... Grid analysis in groups <table border="1" data-bbox="858 1350 1414 1559"> <tbody> <tr> <td>Like</td> <td>dislikes</td> </tr> <tr> <td>Puzzles</td> <td>Patterns and connections</td> </tr> </tbody> </table> Character analysis (around large picture of key character) Feelings graph Group reading focus (reciprocal reading) <ul style="list-style-type: none"> Predictor Group Clarify group Questioner group Summariser Group 	Like	dislikes	Puzzles	Patterns and connections
Like	dislikes						
Puzzles	Patterns and connections						

EYFS provision

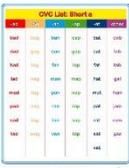
How we teach reading

Intent What we want for our children	Implementation What we do	Impact Where our children are by end of year
 <p>A love of Reading</p>	<ul style="list-style-type: none"> Books are read and enjoyed at least twice daily in class Children are able to revisit these and retell class books that they've enjoyed Learning stories off by heart half termly. Children are introduced to/revisit well known tales and rhymes Children read and enjoy a book 1-1 with an adult weekly, and in some cases, daily depending on the child's individual needs. An attractive and inviting reading area is part of the continuous provision in the class Adults model a love of reading, as well as the mechanics of reading a book, at every opportunity High profile events such as Book week/World Book Day raises children's awareness and excitement for reading 	<p>Children love reading</p>
 <p>Secure Early literacy skills development</p>	<ul style="list-style-type: none"> Singing Rhythm games Word play (e.g. rhyming words, alliteration, stories, poems) High quality adult-child interaction takes place with adults modelling effective language and communication These are all part of the daily experience and are in response to children's developmental needs. 	<p>Children secure phase 30-50 development goals and 40-60 development goals</p>
 <p>Rapid Phonics development- Read Write Inc</p>	<ul style="list-style-type: none"> Half termly precise phonics screening Well targeted small group phonic sessions that are fun and engaging using systematic phonics approaches For those children not developmentally ready for phonics, staff will engage them in phonological awareness approaches as well as activities from Phase 1 Letters and Sounds document. 	<p>Children meet age related expectation milestones: ELG states that children should have the: <i>'phonic knowledge to decode regular words and read them aloud accurately'</i> as well as <i>'use phonic knowledge to write words in ways which match their spoken sounds'</i> Children know set 2 sounds and are working within green or purple RWInc books</p>
 <p>Rapid development of Story and book knowledge and concepts</p>	<ul style="list-style-type: none"> EYFS R.E.A.D. session daily Small group reading and whole class reading Shared reading and storytelling within class/small groups 	<p>Children have secure understanding of 40-60 development goals and related story and book concepts</p>
 <p>Rapid development of Word Knowledge</p>	<ul style="list-style-type: none"> Secure high frequency words for EYFS High frequency word lists resources evident throughout class used and integrated into play Spelling shed as continuous provision in class (EYFS word list) Extension of vocabulary through continuous provision and story opportunities 	<p>Children have secure understanding of age related word knowledge</p>
 <p>Rapid Speaking and listening development</p>	<ul style="list-style-type: none"> Base line screening Renfrew picture test Targeted small-group intervention 'Book talk' x 2 groups x3 times per week High educator/child ratio (1-26 max) allowing regular opportunities for 1-1 talk with adult 	<p>Children meet age related expectation milestones</p>

(What sounds right when I say it)	<ul style="list-style-type: none"> • Focus children share own photos • Use of Pobble365 to inspire and promote discussion and new vocabulary • Speech Therapist involvement where appropriate and communication plans adhered to. 	
 <p>Parent/carer support. My family believes reading matters</p>	<ul style="list-style-type: none"> • Phonics workshops termly for parents • Phonic resources sent home to support acquisition of phonics • Reading 3 times weekly encouraged through reading rewards <ul style="list-style-type: none"> ○ short term stickers ○ long term high profile reading assemblies and certificates • Class teacher will encourage parents of the importance of reading within the home environment and monitor those that need additional encouragement to do so. • Parents encouraged to read to their children and share books as well as listening to them read their 'school book'. • Children take home a book carefully matched to their reading ability, through a colour banded reading system. 	<p>Parents support and reinforce correct sound acquisition at home- Expectation that children read a minimum of 3 times a week</p> <p>Age Related Expectation that children will be reading books in the Yellow banding</p>

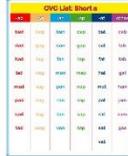
Y1 provision

How we teach reading

Intent What we want for our children	Implementation What we do	Impact Where our children are by end of year
 <p>A love of Reading</p>	<ul style="list-style-type: none"> Books are read and enjoyed once daily in class Children read and enjoy a book 1-1 with an adult weekly An attractive and inviting reading area is part of the continuous provision in the class Adults model a love of reading, as well as the mechanics of reading a book, at every opportunity High profile events such as Book week raises children's awareness and excitement for reading Regular visits from Scholastic Book Fairs-enabling all classes to visit the fair during the day, before parents can-spending time reading the books and looking through them. Incentivise the Book Fair through competitions. 	<p>Children love reading</p>
 <p>Secure Early literacy skills development</p>	<ul style="list-style-type: none"> Singing 2 times a day Rhythm games twice a day Word play (e.g. rhyming words, alliteration, stories, poems) twice a day These are all part of the daily experience and are in response to children's developmental needs. 	<p>Children meet age related expectation milestones</p>
 <p>Rapid Phonics development- Read Write Inc</p>	<ul style="list-style-type: none"> Half termly precise phonics screening Well targeted small group phonic sessions that are fun and engaging daily Explicit link to R.E.A.D. and writing session evident with resources and teacher referencing 	<p>Children meet age related expectation milestones Children know set 2 and 3 sounds and are working within blue RWInc books</p>
 <p>Rapid development of Story and book knowledge and concepts</p>	<ul style="list-style-type: none"> Y1 R.E.A.D. session Daily Whole class reader read daily R.E.A.D. session links to writing session to reinforce concepts Small group 1-1 guided reading session weekly 	<p>Children have secure understanding of age related story and book concepts</p>
 <p>Rapid development of Word Knowledge</p>	<ul style="list-style-type: none"> Secure high frequency words for Year 1 highlighted in green in books High frequency word lists resources evident throughout class used and integrated into writing Spelling shed as continuous provision in class (Y1 word list) 	<p>Children have secure understanding of age related Y1 word knowledge-see National Curriculum expectations for detail</p>
 <p>Rapid Speaking and listening development (What sounds right when I say it)</p>	<ul style="list-style-type: none"> Re-screening with Renfrew picture test Targeted intervention using Renfrew action plan High educator/child ratio (1-26 max) allowing regular opportunities for 1-1 talk with adult 	<p>Children meet age related expectation milestones</p>
 <p>Parent/carer support. My family believes reading matters</p>	<ul style="list-style-type: none"> Phonic resources sent home termly to support acquisition of phonics Reading 3 times weekly encouraged through reading rewards <ul style="list-style-type: none"> short term stickers long term high profile reading assemblies and certificates Class teacher will encourage parents of the importance of reading within the home environment and monitor those that need additional encouragement to do so. Parents encouraged to read to their children and share books as well as listening to them read their 'school book'. Children take home a book carefully matched to their reading ability, through a colour banded reading system. 	<p>Parents support and reinforce correct sound acquisition at home- Expectation that children read a minimum of 3 times a week</p> <p>Age Related Expectation that children will be reading books in the Turquoise banding</p>

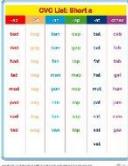
Y2 provision

How we teach reading

Intent What we want for our children	Implementation What we do	Impact Where our children are by end of year
 <p>A love of Reading</p>	<ul style="list-style-type: none"> Books are read and enjoyed once daily in class Children read and enjoy a book 1-1 with an adult weekly An attractive and inviting reading area is part of the continuous provision in the class Adults model a love of reading, as well as the mechanics of reading a book, at every opportunity High profile events such as Book week raises children's awareness and excitement for reading Regular visits from Scholastic Book Fairs-enabling all classes to visit the fair during the day, before parents can-spending time reading the books and looking through them. Incentivise the Book Fair through competitions. 	Children love reading
 <p>Secure Early literacy skills development</p>	<ul style="list-style-type: none"> Singing 2 times a day Rhythm games twice a day Word play (e.g. rhyming words, alliteration, stories, poems) twice a day 	Sound out most unfamiliar words accurately, without undue hesitation.
 <p>Rapid Phonics development- Read Write Inc</p>	<ul style="list-style-type: none"> Half termly precise phonics screening Well targeted small group phonic sessions that are fun and engaging daily Explicit link to R.E.A.D. and writing session evident with resources and teacher referencing 	Children meet age related expectation Children know all the sounds and have completed the RWInc phonics scheme
 <p>Rapid development of Story and book knowledge and concepts</p>	<ul style="list-style-type: none"> Y2 R.E.A.D. session Daily Whole class reader read daily R.E.A.D. session links to writing session to reinforce concepts Small group 1-1 guided reading session weekly 	Children have secure understanding of age related Y2 story and book concepts
 <p>Rapid development of Word Knowledge</p>	<ul style="list-style-type: none"> Secure high frequency words for Year 2 highlighted by child/adult in green in books High frequency word lists resources evident throughout class used and integrated into writing Spelling shed as continuous provision in class (Y2 word list) 	Children have secure understanding of age related Y2 word knowledge-see National Curriculum expectations for detail
 <p>Rapid Speaking and listening development (What sounds right when I say it)</p>	<ul style="list-style-type: none"> Re-screening with Renfrew picture for selected children below age related expectations Targeted intervention using Renfrew action plan High educator/child ratio (1-26 max) allowing regular opportunities for 1-1 talk with adult 	Children meet age related expectation milestones
 <p>Parent/carer support. My family believes reading matters</p>	<ul style="list-style-type: none"> Phonic resources sent home termly to support acquisition of phonics Reading 3 times weekly encouraged through reading rewards <ul style="list-style-type: none"> short term stickers long term high profile reading assemblies and certificates Class reading rewards using visible strategy (ping pong balls) engages children in reading. Class teacher will encourage parents of the importance of reading within the home environment and monitor those that need additional encouragement to do so. Parents encouraged to read to their children and share books as well as listening to them read their 'school book'. Children take home a book carefully matched to their reading ability, through a colour banded reading system. 	Parents support and reinforce correct sound acquisition at home- Expectation that children read a minimum of 3 times a week Age Related Expectation that children will be reading books in the White banding

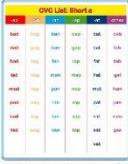
Y3 provision

How we teach reading

Intent What we want for our children	Implementation What we do	Impact Where our children are by end of year
 A love of Reading	<ul style="list-style-type: none"> Books are read and enjoyed once daily in class Children read and enjoy a book 1-1 with an adult weekly An attractive and inviting reading area is part of the continuous provision in the class High profile events such as Book week raises children's awareness and excitement for reading 	Children love reading
 Secure Early literacy skills development	<ul style="list-style-type: none"> Intervention for children not at ARE with Phonics <ul style="list-style-type: none"> Singing 2 times a day Rhythm games once a day Word play (e.g. rhyming words, alliteration, stories, poems) once a day 	Sound out most unfamiliar words accurately, without undue hesitation.
 Rapid development- Read Write Inc	<ul style="list-style-type: none"> Half termly precise phonics screening Well targeted small group phonic sessions that are fun and engaging daily Explicit link to R.E.A.D. and writing session evident with resources and teacher referencing 	Children meet age related expectation milestones
 Rapid development of Story and book knowledge and concepts	<ul style="list-style-type: none"> Y3 R.E.A.D. session Daily Whole class reader read daily R.E.A.D. session links to writing session to reinforce concepts 	Children have secure understanding of age related book concepts
 Rapid development of Word Knowledge	<ul style="list-style-type: none"> Secure statutory words for Year 3 highlighted in green in books Common exception word lists resources evident throughout class used and integrated into writing Spelling shed as carousel provision in class weekly (Y3 word list) Word level work undertaken daily linked to Y3 Spelling 	Children have secure understanding of age related word knowledge
 Rapid Speaking and listening development (What sounds right when I say it)	<ul style="list-style-type: none"> Targeted intervention using Renfrew action plan Daily opportunity for partner talk linked to principles of collaborative learning 	Children meet age related expectation milestones
 Parent/carer support. My family believes reading matters	<ul style="list-style-type: none"> Parent workshops on how to read with your child. Phonic resources sent home termly to support acquisition of phonics Reading 3 times weekly encouraged through reading rewards <ul style="list-style-type: none"> short term stickers long term high profile reading assemblies and certificates 	Parents support and reinforce correct sound acquisition at home- Children read times a week

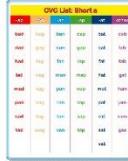
Y4 provision

How we teach reading

Intent What we want for our children	Implementation What we do	Impact Where our children are by end of year
 <p>A love of Reading</p>	<ul style="list-style-type: none"> Books are read and enjoyed once daily in class Children read and enjoy a book 1-1 with an adult weekly An attractive and inviting reading area is part of the continuous provision in the class High profile events such as Book week raises children's awareness and excitement for reading 	<p>Children love reading</p>
 <p>Secure Early literacy skills development</p>	<ul style="list-style-type: none"> Intervention for children not at ARE with Phonics <ul style="list-style-type: none"> Singing 2 times a day Rhythm games once a day Word play (e.g. rhyming words, alliteration, stories, poems) once a day 	<p>Sound out most unfamiliar words accurately, without undue hesitation.</p>
 <p>Rapid development- Read Write Inc</p>	<ul style="list-style-type: none"> Half termly precise phonics screening Well targeted small group phonic sessions that are fun and engaging daily Explicit link to R.E.A.D. and writing session evident with resources and teacher referencing 	<p>Children meet age related expectation milestones</p>
 <p>Rapid development of Story and book knowledge and concepts</p>	<ul style="list-style-type: none"> Y4 R.E.A.D. session Daily Whole class reader read daily R.E.A.D. session links to writing session to reinforce concepts 	<p>Children have secure understanding of age related book concepts</p>
 <p>Rapid development of Word Knowledge</p>	<ul style="list-style-type: none"> Secure statutory words for Year 3/4 highlighted in green in books Common exception word lists resources evident throughout class used and integrated into writing Spelling shed as carousel provision in class weekly (Y3/4 word list) Word level work undertaken daily linked to Y3/4 Spelling 	<p>Children have secure understanding of age related word knowledge</p>
 <p>Rapid Speaking and listening development (What sounds right when I say it)</p>	<ul style="list-style-type: none"> Targeted intervention using Renfrew action plan Daily opportunity for partner talk linked to principles of collaborative learning 	<p>Children meet age related expectation milestones</p>
 <p>Parent/carer support. My family believes reading matters</p>	<ul style="list-style-type: none"> Parent workshops on how to read with your child. Phonic resources sent home termly to support acquisition of phonics Reading 3 times weekly encouraged through reading rewards <ul style="list-style-type: none"> short term stickers long term high profile reading assemblies and certificates 	<p>Parents support and reinforce correct sound acquisition at home- Children read 3 times a week</p>

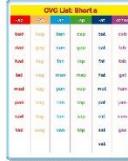
Y5 provision

How we teach reading

Intent What we want for our children	Implementation What we do	Impact Where our children are by end of year
 <p>A love of Reading</p>	<ul style="list-style-type: none"> Books are read and enjoyed once daily in class Children read and enjoy a book 1-1 with an adult weekly An attractive and inviting reading area is part of the continuous provision in the class High profile events such as Book week raises children's awareness and excitement for reading 	Children love reading
 <p>Secure Early literacy skills development</p>	<ul style="list-style-type: none"> Intervention for children not at ARE with Phonics <ul style="list-style-type: none"> Singing 2 times a day Rhythm games once a day Word play (e.g. rhyming words, alliteration, stories, poems) once a day 	Sound out most unfamiliar words accurately, without undue hesitation.
 <p>Rapid development- Read Write Inc</p>	<ul style="list-style-type: none"> Half termly precise phonics screening Well targeted small group phonic sessions that are fun and engaging daily Explicit link to R.E.A.D. and writing session evident with resources and teacher referencing 	Children meet age related expectation milestones
 <p>Rapid development of Story and book knowledge and concepts</p>	<ul style="list-style-type: none"> Y5 R.E.A.D. session Daily Whole class reader read daily R.E.A.D. session links to writing session to reinforce concepts 	Children have secure understanding of age related book concepts
 <p>Rapid development of Word Knowledge</p>	<ul style="list-style-type: none"> Secure statutory words for Year 5/6 highlighted in green in books Common exception word lists resources evident throughout class used and integrated into writing Spelling shed as carousel provision in class weekly Word level work undertaken daily linked to Y5/6 Spelling 	Children have secure understanding of age related word knowledge
 <p>Rapid Speaking and listening development (What sounds right when I say it)</p>	<ul style="list-style-type: none"> Targeted intervention using Renfrew action plan Daily opportunity for partner talk linked to principles of collaborative learning 	Children meet age related expectation milestones
 <p>Parent/carer support. My family believes reading matters</p>	<ul style="list-style-type: none"> Parent workshops on how to read with your child. Phonic resources sent home termly to support acquisition of phonics Reading 3 times weekly encouraged through reading rewards <ul style="list-style-type: none"> short term stickers long term high profile reading assemblies and certificates 	Parents support and reinforce correct sound acquisition at home- Children read 3 times a week

Y6 provision

How we teach reading

Intent What we want for our children	Implementation What we do	Impact Where our children are by end of year
 <p>A love of Reading</p>	<ul style="list-style-type: none"> Books are read and enjoyed once daily in class Children read and enjoy a book 1-1 with an adult weekly An attractive and inviting reading area is part of the continuous provision in the class High profile events such as Book week raises children's awareness and excitement for reading 	<p>Children love reading</p>
 <p>Secure Early literacy skills development</p>	<ul style="list-style-type: none"> Intervention for children not at ARE with Phonics <ul style="list-style-type: none"> Singing 2 times a day Rhythm games once a day Word play (e.g. rhyming words, alliteration, stories, poems) once a day 	<p>Sound out most unfamiliar words accurately, without undue hesitation.</p>
 <p>Rapid development- Read Write Inc</p>	<ul style="list-style-type: none"> Half termly precise phonics screening Well targeted small group phonic sessions that are fun and engaging daily Explicit link to R.E.A.D. and writing session evident with resources and teacher referencing 	<p>Children meet age related expectation milestones</p>
 <p>Rapid development of Story and book knowledge and concepts</p>	<ul style="list-style-type: none"> Y6 R.E.A.D. session Daily Whole class reader read daily R.E.A.D. session links to writing session to reinforce concepts 	<p>Children have secure understanding of age related story and book concepts</p>
 <p>Rapid development of Word Knowledge</p>	<ul style="list-style-type: none"> Secure statutory words for Year 5/6 highlighted in green in books Common exception word lists resources evident throughout class used and integrated into writing Spelling shed as carousel provision in class weekly Word level work undertaken daily linked to Y5/6 Spelling 	<p>Children have secure understanding of age related word knowledge</p>
 <p>Rapid Speaking and listening development (What sounds right when I say it)</p>	<ul style="list-style-type: none"> Targeted intervention using Renfrew action plan Daily opportunity for partner talk linked to principles of collaborative learning 	<p>Children meet age related expectation milestones</p>
 <p>Parent/carer support. My family believes reading matters</p>	<ul style="list-style-type: none"> Parent workshops on how to read with your child. Phonic resources sent home termly to support acquisition of phonics Reading 3 times weekly encouraged through reading rewards <ul style="list-style-type: none"> short term stickers long term high profile reading assemblies and certificates 	<p>Parents support and reinforce correct sound acquisition at home- Children read 3 times a week</p>