

Learning Academy Partnership



Our Core Offer: Trust Reading Approach

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Our Rationale

- A shared language and common pedagogical principles to enable high-quality teaching and learning of systematic synthetic phonics and reading.
- Focus on fluency and automaticity so that children can confidently access texts.
- Evidence formed approach towards the teaching of systematic synthetic phonics and reading.
- A culture where children have skill and the will, enabling them to develop a love of reading.
- A shared understanding that reading is the gateway to the wider curriculum and where books are at the heart.
- Children think as readers, drawing upon the knowledge and skills they need to make meaning.

English Curriculum Intent

As communicators, our children will experience an English curriculum which is underpinned by oracy and language. Our children will build confidence as oral and written communicators who are fluent readers and are prepared for the next step in their education. The English curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in reading from a variety of sources including books and they will acquire knowledge across the broader curriculum. As writers, children will learn to craft texts for a variety of audiences and purposes and develop their authorial voice with an increasing knowledge of vocabulary and grammar which will equip them for the future.

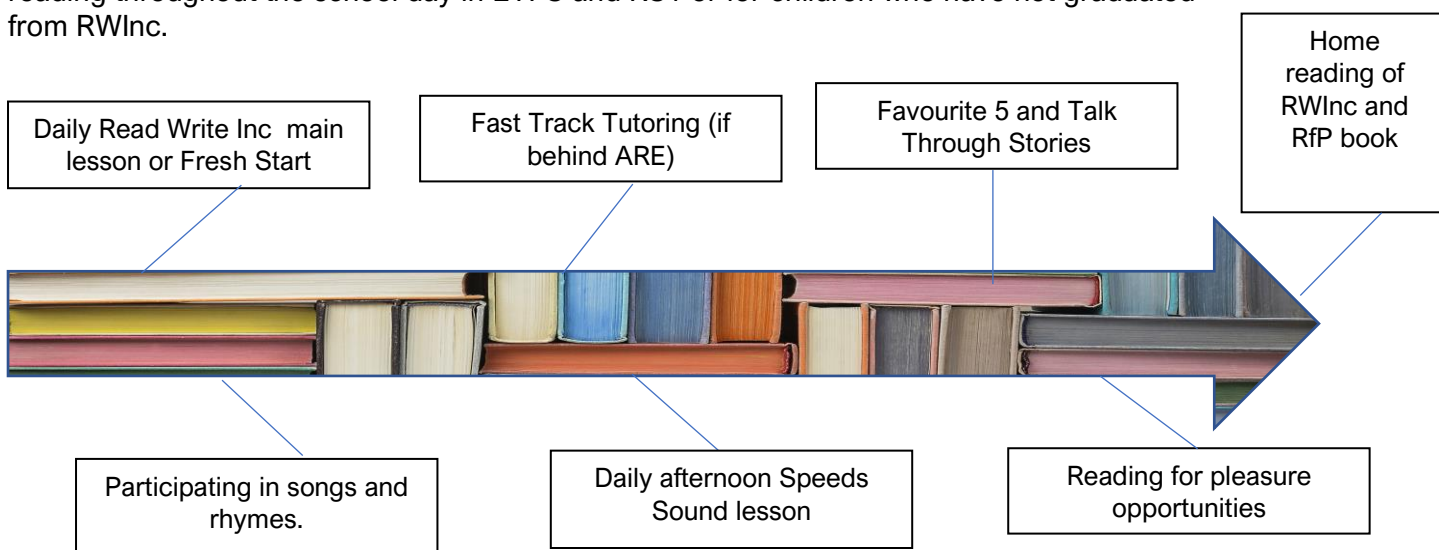
From an emerging decoder to fluent reader: the journey throughout primary

Children who can confidently decode and comprehend a text at an age-appropriate level are able to access the wider curriculum and gain knowledge for themselves. If children struggle when reading, they cannot access their learning across the curriculum to the full and this is a barrier which affects them in every lesson.

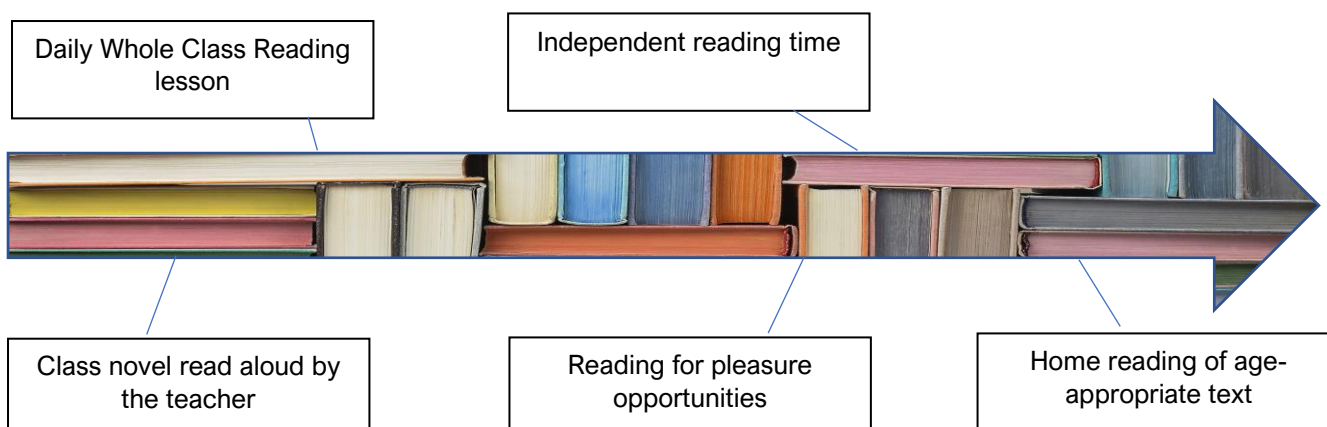
As a Trust, our vision for the children is to have 'Flourishing Futures' and one of the fundamental ways that children can flourish is having the skill of reading and the will to read.

Children who are learning how to fluently decode (EYFS, KS1 and children accessing an SSP in KS2)

The diagram below shows all the opportunities that children should have to develop the will and the skill of reading throughout the school day in EYFS and KS1 or for children who have not graduated from RWInc.



Graduated from Read Write Inc/KS2



Appendix 1: Early reading

Research

Our Trust Core Offer for Reading is underpinned by evidence informed research and practice, drawing upon the DfE Reading Framework, guidance from OFSTED's English reviews and School Inspection Handbook and the English Hub's Challenge Checklist.

Within the Core Offer, schools use the DfE validated systematic synthetic phonics programme (SSP): Read Write Inc (RWInc). Validation indicates the programme meets all the criteria for an effective SSP.

Principles of our phonics lessons: making a strong start

All children make a strong start in their journey of learning to read as soon as they start reception. The skilled adults in our nursery classes begin to share the importance of developing language as storytellers and foster the love of reading alongside laying the foundations of orally blending and segmenting and introducing the children to the picture cards from RWInc (summer term of Nursery) and the letter formation phrases as children begin to write their own names.

We know that early brain development at this age helps children to rapidly acquire new skills and in the first few weeks of reception, the children begin their phonics journey, in the first week, by starting to learn a new sound a day until they emerge as assisted and then independent blenders who are able to push sounds together to read words and pull them apart to spell them. This is the start of independently unlocking their world of understanding how to decode print.

Routines and practices in Read Write Inc

To maximise learning time and provide consistency in expectations for behaviour, there are common routines and practices within RWInc teaching. These routines are used throughout the school, in every lesson, so they are embedded and are introduced to children within the first week of teaching in Reception.

- My Turn Your Turn
- Perfect partners
- Reduce teacher talk
- 1,2,3 (used for transitions)
- Magnet eyes
- Team stop sign

Structure of a Read Write Inc (RWInc) lesson

Every child has a daily phonics lesson which builds up from 20 minutes at the start of reception to an hour which ensures that there is sufficient time to cover phonics, reading and writing aspects within the lesson.

After the first few weeks of reception, all children are grouped in homogeneous groups according to their individual next step. This ensures that every child is learning at their challenge point so that they can make maximum progress. Teachers use the 'Making a Strong Start' tracker to track how children are keeping up with the taught content at the beginning of the programme so that any children falling behind can receive immediate support.

We have one route to reading and we follow the age-related expectations for the RWInc programme. We aim to ensure that every child is meeting the age-related expectations of the programme below. Reading leaders need to ensure that they keep up to date with the most recent documentation and expectation from the SSP which is found on the Ruth Miskin School Portal.

If children are working below age-related expectations as they move into Y3 and Y4, they will continue to access the main RWInc programme alongside Fast Track Tutoring to ensure that they make accelerated progress. To support older children to become fluent readers, we use Fresh Start for Years 5 and 6. Children who are accessing Fresh Start are assessed and then the reading leader should use the 'What to teach when' document to pinpoint the child's entry point to the programme.

Assessment and progress

The reading leader assesses the children in line with the programme. This assessment, which is at least half-termly, uses the most recent online assessment. Children who are in Set 1 need to be assessed as per the programme recommendations as this is more frequent. Children should start from the section of the assessment where they are currently working. If children struggle at the entry point, then the reading leader should return to a previous box. The reading leader should complete the online assessment which will then identify any sounds that children do not know.

Lowest 20% and slowest progress pupils

Outside of the main RWInc lesson, we use pinny time and speedy minutes to provide children with extra practice throughout the day. In the afternoon, children have extra exposure to phonics to ensure they stay on track. This encompasses an additional speed sounds lesson. Any children identified for needing extra support, because they are behind the programme expectation, will also have daily one to one tutoring which is pinpointed to their individual challenge point. Children's progress through tutoring is tracked and recorded on their individual progress records. We also use the Virtual Classroom to provide children with additional practice at home and in school.

CPD to develop a strong team of reading teachers

All staff have timetabled weekly progress and coaching sessions. Alongside weekly coaching and practice sessions in school, all staff have access to the RWInc online portal. This enables staff to watch in action films and continually update their knowledge of the teaching steps within each element of the programme. Reading leaders can monitor engagement with the portal and create specific pathways for staff to follow.

As part of our core offer, schools have development days, led by RWInc trainers, and remote progress meetings which then inform action planning. Trust leads meet half termly with RWInc to identify the lowest performing schools and actions required for improvement.

Supporting parents

From the beginning, we engage and work in partnership with parents to support them to understand how their child is learning to read and how they can help them at home. Teachers use online sharing platforms, information and signposts on the school website, and home learning to update parents on their children's learning. Regular parent workshops are held throughout the year to drip feed information and staff send Virtual Classroom clips home to provide additional practice.

Home reading practices for children on decodable books

All children take home a reading for pleasure book to share with their families. Through parent workshops, we empower families to understand how they can help their children to learn to read and develop a lifelong love of reading.

Parents need to understand the difference between a RWInc decodable book which teaches the mechanics of reading alongside a reading for pleasure book which they can read aloud to their child to develop a love of reading.

Alongside a reading for pleasure text, children take home their RWInc decodable book for extra practice, to develop fluency and to develop prosody - reading with a storyteller voice. Children's RWInc storybooks are the best books to send home to parents as children have already read these several times in school and therefore can celebrate this with their families. The importance of rereading is shared with parents so they understand how this helps to build reading fluency and automaticity. Once children are independently blending sounds to read books themselves, children are encouraged to increase independence and learn good reading habits and routines in and out of school. Our mission is to not create robotic readers but storytellers.

Appendix 2: Whole Class Reading and beyond the SSP

Once children have successfully graduated from RWInc, they are taught the reading objectives from the National Curriculum through a Whole Class Reading approach as they can now read a wide variety of books independently and for pleasure.

Independent reading books

By successfully meeting the graduation requirements of RWINc, children have now developed the necessary phonic knowledge and fluency to enable them to independently read a wide variety of age-appropriate books to further develop and encourage their love of reading rather than the decodable books that they have been reading independently for practice.

Books, which the children will read for pleasure and take home, should be organised in class reading environments and school libraries into age-appropriate groups: e.g., Year 3 recommended reads. This will ensure that children are reading books that have appropriate content and themes for their age. Children should be supported in choosing a book for their independent reading and encouraged to have breadth and variety within their choices. Teachers and leaders should ensure that they regularly update their subject knowledge of children's literature so that they can make genuine recommendations to children.

Developing subject knowledge of children's literature

- Nikki Gamble's Book Blast
- The Reader Teacher
- Library Lady
- Love Reading 4 Kids
- Participating in a Teachers as Readers group
- UKLA Children's Book Awards and Spark Book Awards

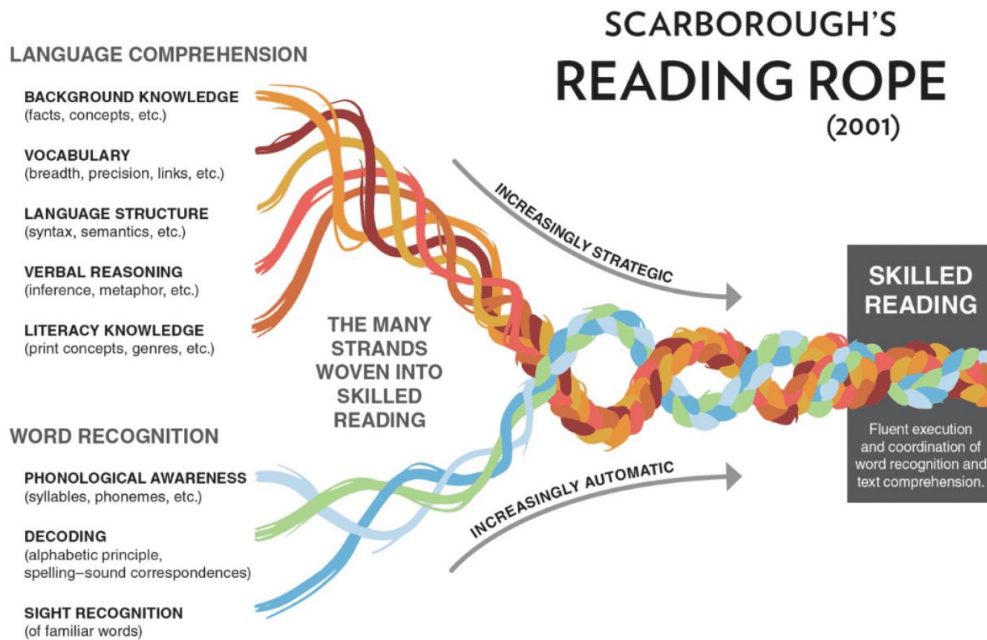
The above is a suggested starting list of reference points to stay updated about current children's literature. When considering the books that are shared with children, either for pleasure or as part of the taught curriculum, teachers should ensure that there is breadth in terms of genre, author, themes and diverse representation.

Whole Class Reading

Following graduation from RWINc, children are then taught to read and comprehend through a whole class reading approach. This is a daily reading lesson, facilitated by the teacher, which enables children to access increasingly challenging texts. The lesson should include plenty of time for sustained reading and discussion. Typically, a WCR lesson is between 30-40 minutes.

Rationale

Whole Class Reading enables all children to read with the teacher more often, moving faster through more or longer texts and benefiting from the teacher's expert explanations, modelling, questioning and feedback. Through their whole class reading lessons, children learn the knowledge and skills required to be a fluent reader who can confidently decode and understand age-appropriate texts. The DERIC framework (Decode, Explain, Retrieve, Interpret, Choice) underpins the approach to WCR in KS2 and the skills from this can be used across the curriculum to support the transference of reading skills. It is a evidenced based approach based on Scarborough's Reading Rope as below.



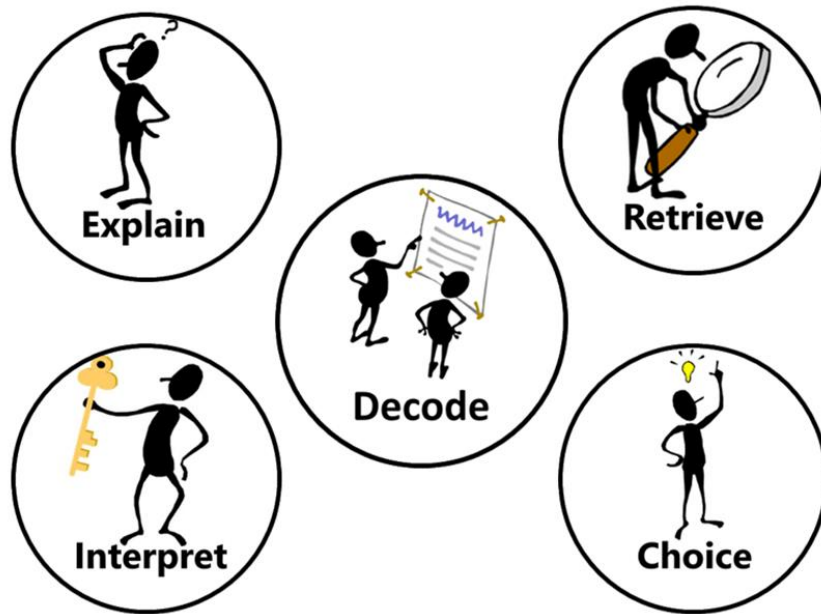
Choosing texts

Research shows that children need to be able to accurately read 95% of the text to comprehend it. Therefore, it is essential that teachers select texts which provide an appropriate level of challenge whilst ensuring there is scaffolding and support to enable children to access the text. Each half term, children should read a fiction and extracts from non-fiction and poetry within their whole class reading lessons. Texts are mapped and planned for each year to ensure there is progression and challenge alongside breadth and variety across a key stage. The following guidance from the Education Endowment Foundation (EEF) should be used to guide teachers when choosing the text.

Knowledge	Structure	Meaning	Language	Themes
<ul style="list-style-type: none"> • What knowledge will the children bring to the classroom and their reading? • What background knowledge will pupils need to understand the text? How far should this content be pre-taught? • Does the text provide an opportunity to activate prior knowledge from another area of the curriculum? • Does the text provide interesting opportunities to learn about life beyond the children's own experiences? • Might the text challenge common stereotypes? • Do characters evolve and grow supporting children to question and change their opinions of them? 	<ul style="list-style-type: none"> • Does the text structure provide an appropriate degree of complexity—for example, fiction which includes flashbacks in the plot, or non-fiction which presents information in unusual and interesting ways? • Does this encourage revisiting and re-reading? • Does this complexity encourage ongoing monitoring of comprehension? 	<ul style="list-style-type: none"> • Is there more than one level of meaning? For example, might the behaviour of a main character be interpreted in different ways? How accessible are the levels of meaning? 	<ul style="list-style-type: none"> • Does the text include vocabulary we have learnt in earlier texts? How does it build and support that prior learning? • Are there opportunities to develop breadth and depth of new Tier 2 and 3 vocabulary? • Does this language build on previously taught vocabulary? • Does vocabulary in the text relate to the wider curriculum and therefore provide helpful support, including opportunities to build depth of understanding in foundation subjects? 	<ul style="list-style-type: none"> • How accessible are the experiences, themes, and ideas within the text? • Are there themes and ideas that encourage children to question the text? • Do they facilitate links to other texts read? • Texts including thought-provoking themes and ideas can prove to be very powerful in the classroom. If the text provides these, what preparation you will need to undertake to support children to fully and sensitively engage?

DERIC

As a Trust, we use 'DERIC' as a shared language for reading. These symbols are shared on children's learning, on teacher's resources and are displayed in classrooms so that there is a universal language for sharing the behaviours of a confident, fluent reader.



Structure of a lesson

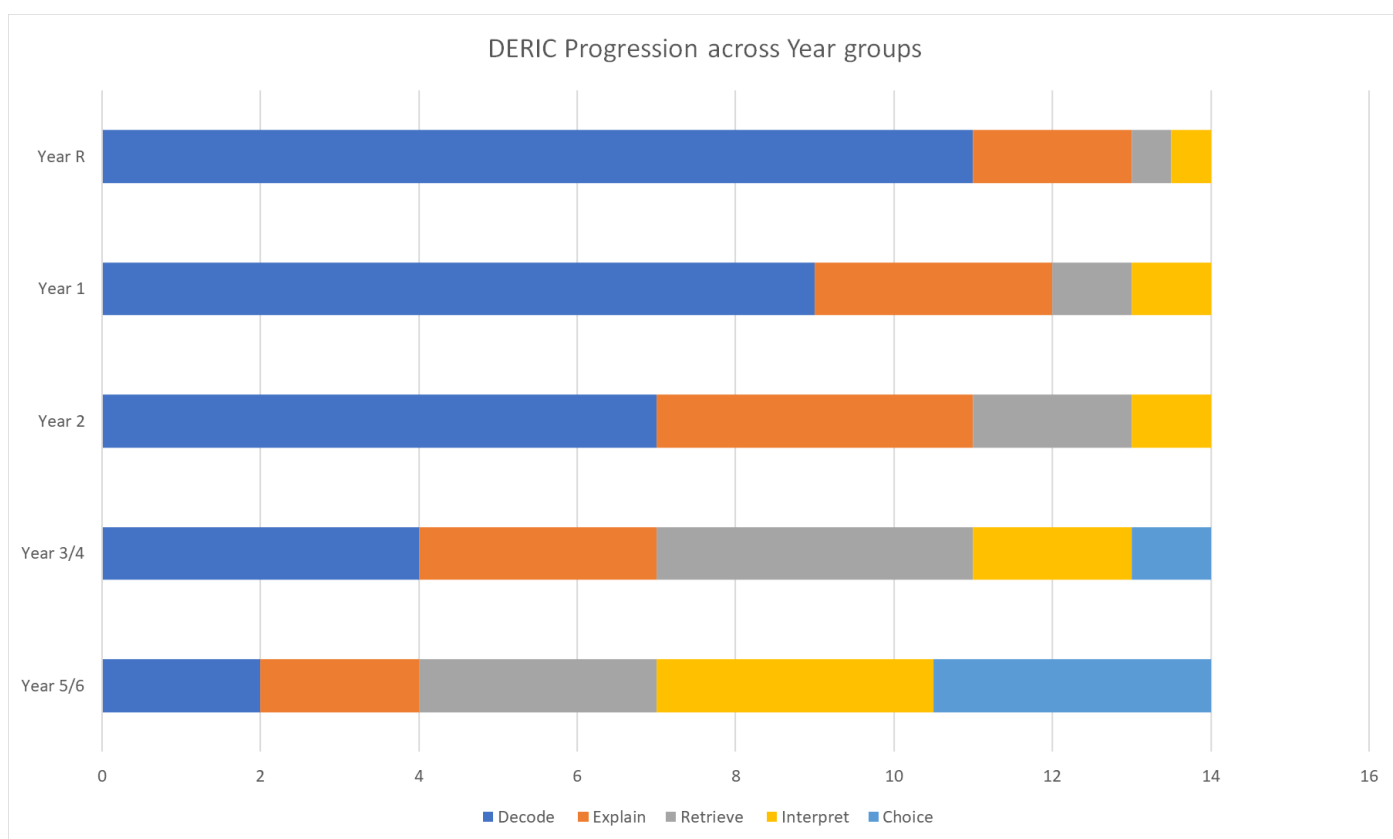
Children continue to use the reading behaviours they learnt in RWInc, such as working in perfect pairs, during their whole class reading lessons. A typical lesson would include the following elements:

- 1) Pre-teaching of any vocabulary or retrieval practice of words needed before children access the text. We use the philosophy of pre-teach not reteach; therefore, prior to reading, teachers identify the tier 2 and tier 3 vocabulary which children need to know to read the text independently.
- 2) Paired reading (children working in assigned roles: partner A and B) of an age-appropriate text. When reading aloud, children alternate between two different roles: the teacher and the reader. The reader follows using their finger or a ruler the text on the page, paying full attention to reading the text aloud. The other partner undertakes a supportive and active 'teacher' role, reminding their partner if needed and encouraging self-correction. During a reading session, children should swap roles and read aloud as well as be in a teacher role. Teachers should target specific children during this time to listen to them read aloud to check for fluency. If children have finished reading the text, they should reread to develop fluency, accuracy and using a storyteller voice. Sustained reading is prioritised.
- 3) Following reading, the teacher, as an expert reader, helps the children to construct mental models by thinking aloud and how a reader makes sense of a text.

Across a sequence, it is likely that teachers will model the following:

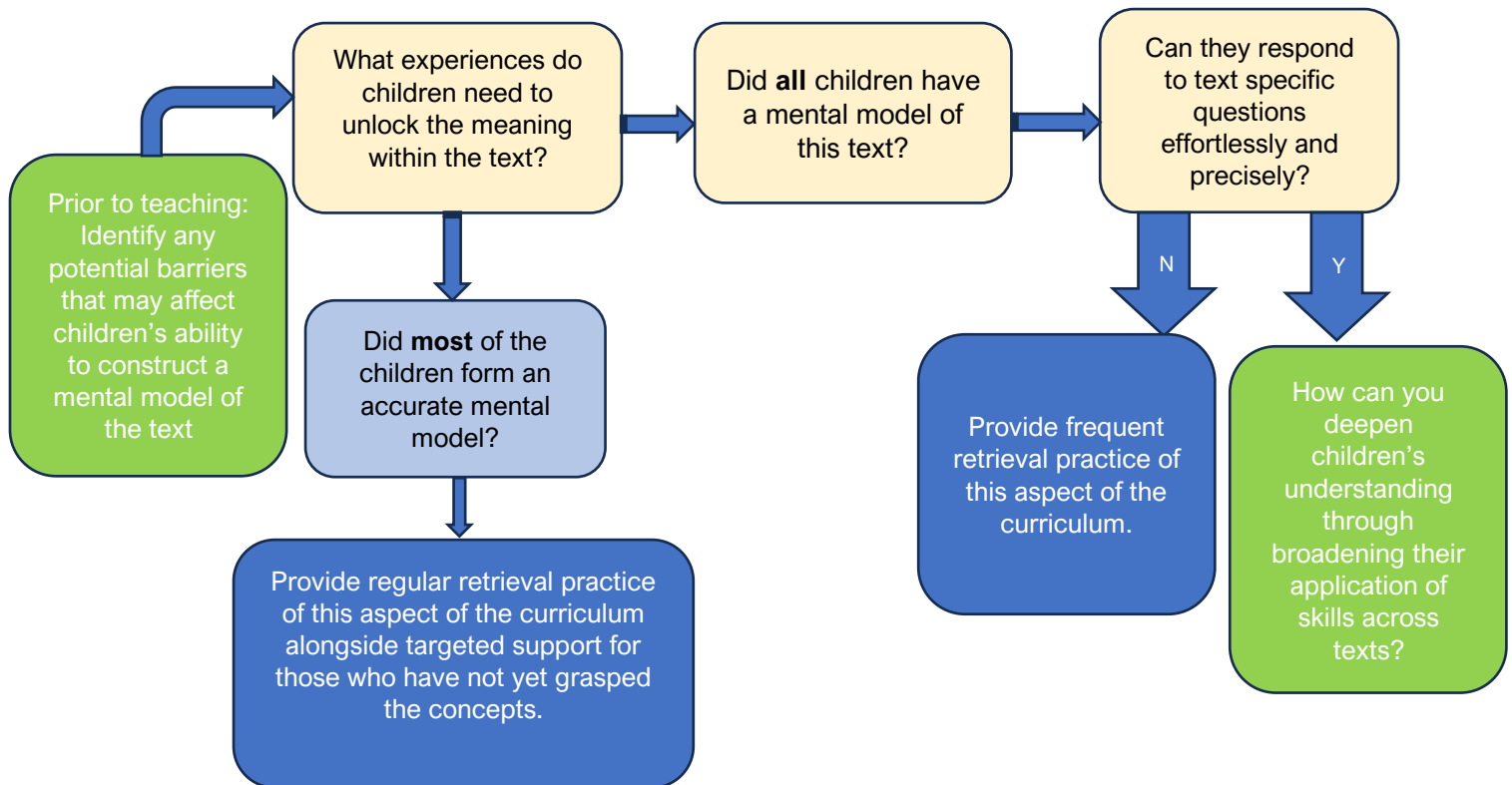
- Being a fluent reader: reading with automaticity, accuracy and prosody.
- What to do when you find an unfamiliar word: modelling how to draw upon children's phonic knowledge to segment and blend.
- How to skim and scan to find information with increasing precision and how readers might pause, stop and rewind to clarify their understanding.
- How to summarise information about characters, events and across pages, chapters or whole texts.
- How readers 'fill in the gaps' to draw deeper meaning, drawing on background knowledge.
- The behaviours of a reader e.g., prediction, theories, queries and making links with other similar texts.
- Appreciation of the author's craft and how they choose specific words and phrases for impact.

In EYFS and KS1, children will spend a larger proportion of their time in their RWINC reading lessons learning to decode. As they develop fluency and can read more challenging texts, they are then increasingly able to respond and discuss how authors craft texts and unlock deeper meaning. The diagram below shows a child's learning journey in terms of progression.



- 4) Teacher facilitated discussion. In this part of the lesson, the teacher carefully designs text-specific questions to promote thinking and deepen their understanding. It is likely that within this, the children and teacher will be drawing on many of the DERIC skills. Children's responses might be oral or written. Routines from RWInc, such as turn to your partner (TTYP) and my turn, your turn (MTYT), are used to ensure engagement and participation for all.

5) Throughout the lesson and across the sequence, teachers assess children’s understanding on the go and flexibly adapt what they draw children’s attention when sharing the text as below.



Mental models

“When you wish that a Saturday was actually a Monday, you know there is something seriously wrong.

I look at the ceiling. At the spot of flaky paint and the stain that looks like a wobbly circle and at the swaying, wispy, spider’s web, and I think of all those cold, grey Mondays when I had to make myself get up for school. I would have to force my legs off the mattress, and I’d dress in a daze, unwilling to believe it was time to be upright again.

I wish I could wake up to another Monday like that.

Those days are gone now that the Bluchers are here.”

Boy in the Tower Chapter 1: Polly Ho-Yen

A mental model is the overall representation of the meaning that a good reader derives from the text, drawing on their background knowledge and experience. In the above example, a good reader might derive the following:

- The author has created a negative atmosphere in the opening of the book: “flaky paint, stain, spider’s web, cold, grey.”
- The character used to like the weekend, but something has changed.
- The author is drawing on the reader’s understanding of how a Monday might feel different to a Saturday.
- Perhaps the character is lazy? The author has used verbs such as ‘make’ and ‘force’ and adjectives such as ‘unwilling’ to show they did not like getting out of bed.

- The Bluchers are the reason for the negative change and could be the antagonists. Who are the Bluchers?

As children develop their mental model of a text, both within a chapter and across the whole text, they can make links and derive deeper meaning from the text.

Precision in understanding and depth

“The next day, Noah is waiting for me on the grass with a flask of lemon squash and a packet of Jammie Dodgers. Lemon squash is my favourite and it makes my mouth pucker – he’s made it just right.”

Birdsong p47: Katya Balen

When reading this short extract, children might, at a surface level, derive that someone gave someone else a drink and biscuits. However, a deeper response might draw on the fact that Noah probably knew that lemon squash was the character’s favourite and had therefore chosen it to make them feel valued and show that they care. The addition ‘he’s made it just right’ equally shows that care and attention had been given to make this more than just a simple drink. The character’s mouth puckering shows that the lemon is acidic and tangy.

Idioms and metaphors

When reading, children will encounter many idioms and metaphors which will need to be unpicked to develop understanding. As a Trust, we have identified key idioms for children to explore in each year group. These are found in the English Suite of Materials on Teams.

Reader’s toolkit

To support children’s articulation and understanding of the skills that a fluent reader has, we have developed the reader’s toolkit as a visual prompt. Teachers and children should make regular references to the toolkit during reading lessons.



Fred, who the children are familiar with from RWINC, is a reminder to children to always draw upon their knowledge of sounds to decode and read an unfamiliar word. All classrooms should have RWINC sound charts displayed.



The screwdriver tool is used to represent finding synonyms to support comprehending the meaning of ambitious and unfamiliar vocabulary.



The pliers remind children that proper nouns such as names of places or characters can be replaced with pronouns such as ‘it’, ‘he’ or ‘they’.



When using the hammer tool, children break longer, multisyllabic words down into chunks to support decoding.



Alongside following along the text with their finger, children use the finger tool to support skimming and scanning across texts.

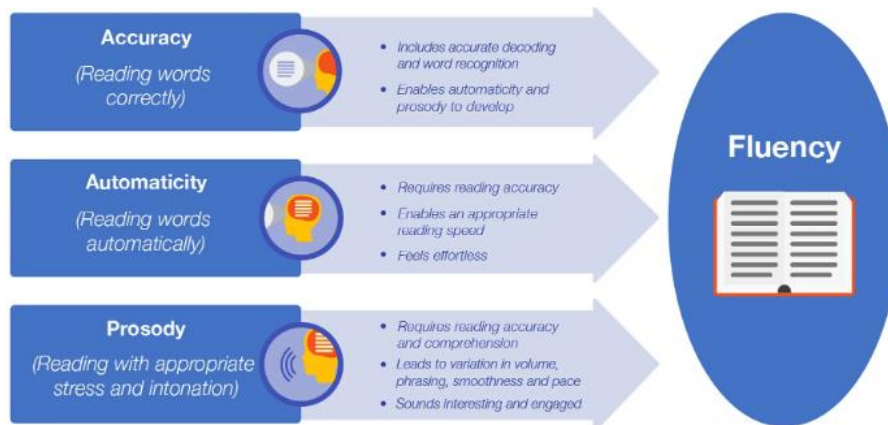


When discussing the paintbrush tool, children consider the impact of the author's language choices.

Fluency

Being able to read fluently is essential for children to be able to confidently comprehend a text. Learning grapheme phoneme correspondences is the first step towards achieving fluency. Then, the more practice children have identifying sounds and words at a glance, the more accurate and fluent they will become. Accuracy and speed are both important to develop children's prosody, meaning making and enjoyment of the text.

Figure 5: Reading fluency



Improving Literacy in Key Stage 2

EEF Improving Literacy at KS2

When they read aloud to children, teachers model being fluent readers who can decode text automatically. Prior to reading aloud, teachers plan how they are going to read aloud, considering where they will add emphasis, asides, voices and actions to bring the magic of the book to life.

Steps to achieving fluent reading of a text:

The teacher introduces a new short and authentic text with expression and reads it to the children two or three times aloud while the children follow along. Within this, the teacher will model pausing, emphasising words and intonation.

The teacher and the children discuss the nature and content of the passage.

The teacher and the children read the passage chorally several times.

The teacher organises children into pairs. Each child practices the passage several times while his or her partner listens and provides support and encouragement.

Individuals and groups of children perform their reading for the class or other audience.

The students may take a copy of the passage home to celebrate with their families.

Once children have graduated from their SSP, teachers need to continue to assess fluency throughout KS2. The Fluency Rubric is used as an assessment tool half termly for all alongside a record of children's words per minute. This can then be used diagnostically to plan for the following sequence of teaching and identify children who may require additional intervention. Teachers will listen to children read their independent reading book and record how the child reads using the rubric.

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

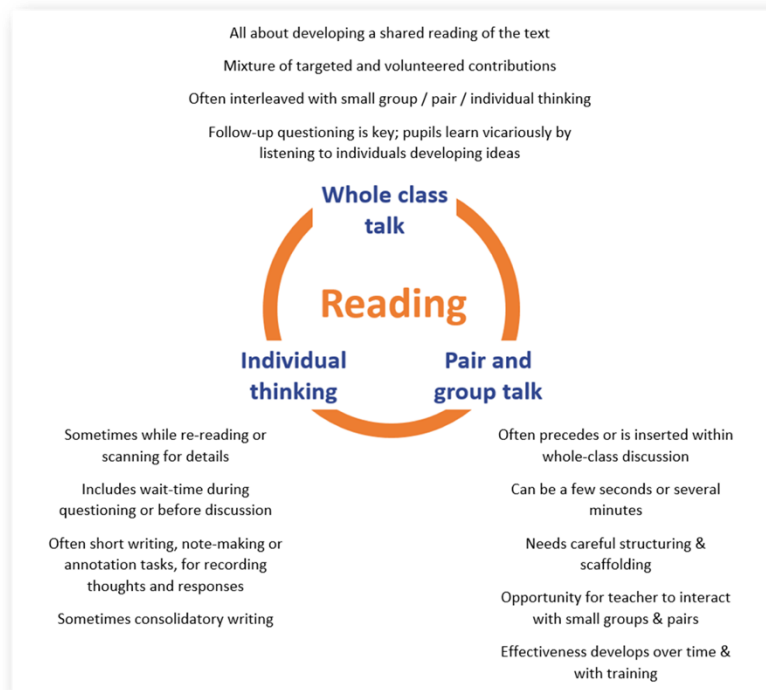
Tim Rasinski's Fluency Rubric

Scores of 10 or more indicate that a child is making good progress to becoming a fluent reader.

Scores below 10 show that a child needs additional instruction and intervention to support them to develop fluency.

Importance of discussion

Talk is essential to developing children's understanding of a text and therefore, discussion is central to the whole class reading approach. The following diagram illustrates the thinking that children will be engaging with at different points within a lesson.



What does it look like in books?

Children should have opportunities to evidence individual thinking within a whole class reading lesson. Typical lesson outcomes include written responses to questions linked to a DERIC skill alongside other forms of responding to a text such as performance of text, drama opportunities or artwork. Rhoda Wilson’s guide, *Moving Beyond Comprehension Sheets*, provide examples of how teachers can plan a variety of outcomes for children to demonstrate their level of understanding.

Appendix 3: Reading for Pleasure

Reading for Pleasure

“Reading is a child’s superpower” - Professor Teresa Cremin

Phonics teaching and Whole Class Reading provide children with the tools they need to become effective readers. However, choosing to read is also crucial for children to reap the benefits of being a reader in childhood and in their later life. The OECD study (2002) found that ‘Reading for pleasure is the single most important indicator of a child’s future success’: developing an RfP culture is paramount to our Trust vision and beliefs of removing barriers for all and Flourishing Futures.

Reading for pleasure is defined by the Open University as ‘child-led volitional reading.’ There are ways to inspire all readers to find love and a pleasure in reading. However, RfP pedagogy is not a tool to teach English: instead, the child is leading the journey.

We want to focus on developing the will, tempting children to engage with texts and building readers for life, not simply teaching children to read. Throughout childhood, the motivation for children to read independently, with adults or with peers, may be driven by intrinsic factors, such as enjoyment, the desire or need for information or to feel socially connected. Children may also be motivated by extrinsic factors, such as competition, reward or better test scores, but RfP is more closely associated with intrinsic motivation. So RfP pedagogies and classroom practices, therefore, focus

on nurturing children's intrinsic desire to read, with the aim of developing the habit of choice-led reading throughout childhood.

Research

Reading for pleasure is an issue of social justice as being a frequent reader of choice widens our understanding of the world around us and our background knowledge. When children read, they develop a deeper and wider understanding alongside developing a rich and varied vocabulary. The will to read influences the skill and vice versa: children who want to read become more successful readers. If children are reluctant to read, they may lack confidence. However, we believe that there is no such thing as a reluctant reader: they simply have not found their reading identity yet. As we strive to develop a reading community, it is important that teachers and leaders develop an understanding of each child as a reader, their preferences, habits and ability, to support them on their journey to becoming a lifelong reader. We are enabling all children to become readers: you cannot make a child read for pleasure, but we can entice, encourage and motivate and develop a reading community around them that values reading as a social activity. Furthermore, the benefits of engagement with books begins in the early years; a study found that children who are read to regularly at age four to five achieve higher levels of attainment in reading, maths and cognitive skills at age eight to nine (Kalb and van Ours, 2013). These are the children who are supported in developing the vital habit of reading.

Pedagogical approach

To deepen leaders and teachers understanding of RfP pedagogy, Ilsham National English Hub facilitate a Teachers as Readers Group annually alongside developing subject knowledge of children's literature. We need to model being teachers who read and readers who teach as children need to see that reading is a lifelong habit and have reading role models.

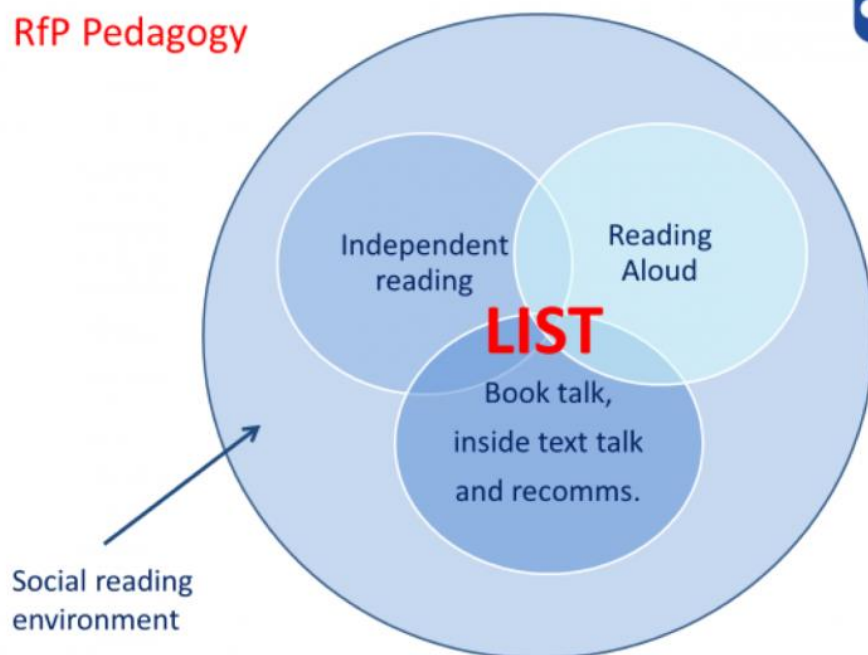
As a Trust, we use the Open University's and RfP team's pedagogical approach for developing reading for pleasure: this is abbreviated to LIST.

Learner led

Informal

Social

Texts that tempt.



Children should have daily, planned opportunities to engage and develop their reading for pleasure alongside spontaneous, 'in the moment' book talk. To develop a culture of RfP, the Teachers as Readers research found that schools need to develop:

- 1. Teachers' knowledge of children's literature and other texts.
- 2. Teachers' knowledge of children's reading practices
- 3. Reading for pleasure pedagogy:
 - a. Social reading environments
 - b. Reading aloud
 - c. Independent reading
 - d. Informal book talk
- 4. Reading Teachers: teachers who read and readers who teach
- 5. Reading communities

Favourite Five and Stories to Share: Books in Common

We want to develop texts in common so that all children see themselves as readers and can engage in a reading community. Reading is a solitary and a social activity: we need children to understand the affective and relational aspects of reading reflected in classroom practice. We want children to feel that reading is recreational and as much of an inviting and valued hobby as sport or music.

Teachers should refer to the books that all children have in common and display these so that children all have a selection of texts that they can discuss with others: this creates a community of readers and sense of belonging, ensuring all children can engage in the discussion.

In the EYFS and KS1, teachers select their 'Favourite Five' or 'Stories to Share' half termly which exemplify the books that will be read aloud to children several times to develop children's knowledge of the texts. Teachers need to be continually developing their subject knowledge of 'new and bold' texts and authors alongside the 'old and gold' books to inform the choices they make when reading aloud to children. Within their selection, teachers and leaders should ensure there is diverse representation so that books provide windows, mirrors and sliding glass doors to children.

As a Trust, we also have 'LAP Storytime' which is a time for children to listen to books shared by other schools within our Trust family and further build a sense of belonging and books in common.

Social reading environments: school libraries and class book corners

Within our School Trust, it is a non-negotiable that every classroom includes a high-quality reading environment that children can access and promotes reading for pleasure. Book areas should be well-organised, tidy and regularly refreshed and updated so that they genuinely support the development of children's reading for pleasure. The key component within a reading environment is the books and therefore, when selecting texts, teachers should consider the following:

Start by selecting 30 to 40 books (20 favourites from previous year) and introduce more week by week, taking out others as the year progresses. Involve children in the books that are returned to the library.

Choose books for all children: those who are still learning to read will retell the story; those who are able to read, will re-read the story.

Consider if the story, poem, rhyme, non-fiction book:

1. elicits a response: curiosity, anger, excitement, enjoyment, amusement, interest,
2. has a strong narrative
3. extends vocabulary (not too many new words at once)
4. connects with something they know/ we're teaching
5. uses illustrations to support the narrative.

(Note – a book may be chosen that does not necessarily meet all criteria).

Include books that reflect black, Asian and mixed ethnicity backgrounds.

Best Book Corners (Ruth Miskin)

If schools have a whole school library, these spaces should be audited annually to ensure that children can access newly published books and that there is enough choice for all children. Within a library, children should be able to access a wider range of texts:

- Fiction
- Non-fiction
- Poetry
- Graphic novels
- Magazines and newspapers
- Texts that support the curriculum


To support children's careful selection of their independent reading texts, libraries are organised to showcase recommended reads for each age or year group rather than using book banded colours or Accelerated Reader levels. Once children have graduated from their SSP, they should be able to decode and comprehend any book which is appropriate for their age group. At this early stage of graduation from phonics, children should be supported in choosing a range of accessible early chapter books and illustrated texts to build their confidence and stamina. If a school has a library, children should have a weekly slot to visit the space as a class alongside more regular opportunities to change their independent reading book as appropriate.

Reading aloud

When we read aloud to children, it makes a difference. We can read to children right from birth and continue this practice throughout childhood so that they can access challenging texts and experience joy and pleasure in texts that they would not be able to access independently. Reading together and reading aloud also creates a sense of belonging – one of our Trust beliefs.


When a new text is introduced into the classroom, teachers build excitement about the book. Upon reading, teachers should share the title and author with the children and then read the text without interruptions so that meaning and enjoyment is at the forefront.

Teachers should capture what has been read aloud so that these texts can be revisited and enjoyed by children again through rereading.



Read Aloud for RfP

ourfp.org @OpenUniRfP



What is it?
Children listening to quality texts and reading aloud to others through the school day: in classrooms, playgrounds, assemblies or online.

N.B. Reading Aloud for RfP relies on quality texts, teachers' knowledge of these and their readers. To find out more, follow the QR Code or visit ourfp.org

What's involved?

Bringing texts to life
Diverse literature and other texts
Making related recommendations
Informal interactions and book bletcher
Regular opportunities, 4-5 times weekly or 'every chance we get'


Why do it?

To build a reading community
To foster choice-led, recreational reading
To offer a model for 'in your head' reading
For the personal, social, emotional and cognitive benefits
To prompt imaginative engagement with challenging texts

How and when?

Reading Aloud for RfP happens anywhere at any time. Planned or spontaneous, it is integrated into the day and offers children access to texts that stretch beyond their own capacities as independent readers. It brings together communities with books in common. By listening to rich texts read aloud and discussing them informally, children develop curiosity and knowledge; encounter sophisticated themes, language and narrative structures, and are welcomed into the world of readers.

Reading Aloud, part of RfP pedagogy, includes **informal book talk** and feeds **independent reading** (Cremin et al., 2014).
You could try *Move and Choose* or *Read Aloud and Draw*.





Book talk, inside text talk and recommendations

Through book talk, children are immersed in a community of readers and see reading as a social activity. In these planned or spontaneous conversations, teachers can develop their knowledge of children as individual readers, learning more their interests, preferences, what they read outside of school and their identities as a reader.



Informal Book Talk

ourfp.org @OpenUniRfP



What is it?
Learner-led, relaxed conversations around reading. As a strand of Reading for Pleasure (RfP) pedagogy, it includes discussion about texts, choices, preferences, recommendations and more.

N.B. Informal book talk is not 'activity driven.'
To find out more, follow the QR Code or visit ourfp.org

What's involved?

Spontaneity
No assessment
Social interaction
Teachers as Readers
Reader to reader chat
Blethering about books in common



Why do it?

To listen and learn
To tempt children into reading
To create reading communities
To foster social motivation for reading
To encourage children's reading for pleasure

How and when?

Initially, **informal book talk** may be more teacher-led as readers are shown how to blather. Books in common can act as stepping stones towards more child-led conversations about text. Gradually, the opportunities will become more authentic reader to reader conversations, as children develop their agency and autonomy to informally talk about texts.

Book talk often emerges from **reading aloud** and **independent reading** time as part of RfP pedagogy (Cremin et al., 2014).
You could try *Book Blankets*, *Carry and Chat* or *Book Bingo*.

Opportunity to talk is vital: this is informal chat about texts that is not linked to the National Curriculum reading objectives but instead, book talk is inspired by open ended questions.

Examples of questions which may ignite book talk are the following:

- What did you like about the story?
- What didn't you like?
- Did it remind you of anything that you have read previously or experienced?
- Were there any characters that you particularly liked or disliked? Why?
- Who do you know that might enjoy this story and why?

Children are also given regular opportunities to recommend books to each other and have books recommended to them by knowledgeable staff.

Independent reading time

We want to develop children who read for intrinsic motivation and not for external rewards. We know that reader motivation drives reader choices and therefore, we value and prioritise spending time helping children select books and then have sustained reading time. If schools have a library, children should have planned times to visit this with their classes as well as informal opportunities to select new texts. All children should visit their local library and be encouraged to participate in events such as reading challenges.

Children have daily time within the school day for independent reading. This is timetabled daily and is an opportunity for children to have informal, relaxed and sustained reading time.

Through the implementation of our core offer, all children in our Trust will develop the skill and will to be a reader for life.

