


'We Are Readers' at Grove Road

<h3 style="color: #C00000;">Pre-reading</h3> <p style="text-align: center;"><i>Why are we reading?</i></p>	<h3 style="color: #00A0E0;">First reading</h3> <p style="text-align: center;"><i>Independent reading</i></p>	<h3 style="color: #00A000;">Second reading</h3> <p style="text-align: center;"><i>Shared reading</i></p>	<h3 style="color: #FF8C00;">Questioning</h3> <p style="text-align: center;"><i>Showing understanding</i></p>	<p><u>Cornerstones of reading:</u></p> <p>Phoneme awareness</p> <p>Phonics</p> <p>Fluency</p> <p>Vocabulary</p> <p>Comprehension</p> 
<p><i>Predictions and pre-reading discussion and tasks based on the author / illustrator, blurb, reviews, front and back cover</i></p> <p><i>Opportunities to think creatively about texts and generate excitement before reading the text</i></p>	<p><i>Children read a given text independently – building reading stamina</i></p> <p><i>Reading might be an excerpt, a page, a collection of pages or a whole chapter / book</i></p> <p><i>Opportunities to acquire, magpie and define new vocabulary</i></p>	<p><i>Reading modelled with children following (tracking the text) – focus on fluency, tone and engagement to boost a love of reading alongside modelling reading</i></p> <p><i>Discussion generated before, during and after second reading</i></p>	<p><i>VIPERS (Vocabulary, Infer, Predict, Explain, Reason, Summarise) questioning</i></p> <p><i>Answering questions as whole class, in Kagan groups and independently</i></p> <p><i>Self and peer marking before further discussion and correction of marvellous mistakes</i></p>	

Celebration and further application

Reading for pleasure: 'book talk', daily DEAR time, reading buddies, daily class stories and home reading all celebrated

Reading for purpose: opportunities for wider reading will be provided through the broader curriculum, such as non-chronological reports in history

Modelling: all staff are 'lead readers' in classrooms and read to and alongside with children daily

Assessment and impact

Assessment: Children in KS1 will be assessed using the phonics screening tests. Years 2 – 6 will complete half-termly 'Star Reader' tests in assessment windows. Each year group, from 1-6, will have access to Accelerated Reader or phonetically decodable books via the Jungle and Ground Floor Libraries. Accelerated Reader quizzes completed for each finished book in Years 2-6

Impact: progress will be tracked through data and pupil progress meetings. Children will read at home with their parents / carers and siblings and this will be tracked in reading records and through Accelerated Reader quizzes