



Roseberry Reading Road

At Roseberry, we aim to develop a love of reading where good decoding and comprehension go hand in hand.

We read every day; anywhere and everywhere – anything and everything!

| What? | Who? When? Where? | Why? |
|---------------------------------|--|---|
| Sharing Stories | In the Early Years, our children regularly choose books to take books home to share with their family. | To develop language and a love of reading. |
| Individual Reading | All pupils read a book bag book/banded reading book to an adult at least once every week. | To improve basic reading skills. |
| Reading Challenge | All pupils are expected to read 3 times each week at home. Teachers monitor this by looking at and signing reading diaries | To promote home reading. |
| Phonics Sessions | All children in the Reception, Year 1 and Year 2 receive a phonics session every day following RWI. | To develop knowledge of letters and sounds. |
| Focused Phonics | Pupils receive phonics intervention sessions (including Fast track Tutoring) when required in small groups or 1:1 dependent upon the needs of the individual child (KS1 and KS2). | To close gaps in children's phonetic understanding. |
| CEW | All pupils practise reading Common Exception Words regularly using a range of strategies e.g. actions and 'photographing' the words as part of spelling sessions. | To develop sight vocabulary for reading and spelling. |
| Free Reading | Throughout the week, pupils are given time to select a book to read for pleasure at their leisure. | To promote reading for enjoyment. |
| Group and Reading Interventions | Where there is need, interventions are carried out in small groups led by an adult to help children build their fluency and ability to retrieve from texts. | To develop decoding, fluency and comprehension skills. |
| Shared/Echo/Choral Reading | All pupils experience shared reading of a book or text as a group or class throughout the week during English, VIPERS and Topic lessons. | To model effective reading and develop vocabulary. |
| VIPERS Sessions | Pupils from Reception to Year 6 read the same class text throughout the week. VIPERS strategies are taught and used to explore the text and answer questions. | To develop a range of reading skills including decoding, comprehension and inference strategies. |
| Genre Coverage | Our genre coverage is mapped out in our RPS reading framework and writing framework giving children a breadth of experience across a range of texts. | To develop children's understanding of a range of texts and their purpose to support a love of reading and reading for a purpose. |
| Reading Plus | Pupils from Year 3 to Year 6 complete Reading Plus at least 3 times a week to help with improve their fluency, basic comprehension and pace. | To develop a range of reading skills including decoding, comprehension and pace. |
| Class Story | Every day, the children are read a class story. | To gain experience of different authors, and listen to effective reading. |
| Bespoke Book List | We have created a set of books which are 'bespoke' to each year group. Children will explore these in a variety of ways throughout the year. These are linked to our reading and writing framework | To gain a wider experience of different books and authors. |
| Reading Areas | All classrooms have an inviting reading area to promote reading for pleasure. There are additional reading areas throughout school for children to enjoy reading too. | To promote reading for enjoyment. |
| Volunteers | We have volunteers who come into school to listen to and celebrate reading with children 1:1 | |
| Book Buddy (Peer Reading) | KS2 children support KS1 children with their 1:1 reading. | To establish cross-phase partnerships and develop a love of books. |
| Displays | Displays have been designed with reading in mind. Children have the opportunity to apply their skills in order to interpret displays, interact with them and celebrate their work. | To develop reading for information and understanding. |
| Billingham Library | Links are made with the local library and classes visit the library for enjoyment and organised sessions. The librarians also work with the children in school. | To make community links and widen reading experiences. |
| Stockton Book of the Year | Year 5 and 6 pupils take part in this reading challenge. | To develop perseverance and widen experience of books and authors. |
| Author days/Story Topics | Each key stage has a focussed topic linked to an author followed by a themed 'dress up' day within school e.g. Roald Dahl Day. We also take part in World Book Day. | To promote reading across the curriculum linked to national events. |
| Family Time | Parents are invited to come into school and take part in reading activities such as 'Bedtime Story' sessions in Early Years and reading for enjoyment sessions across school. | To improve home/school relationships and model effective reading. |
| Birthday Books | Children are gifted with a book which they choose. | To promote reading for enjoyment. |
| Book Prizes | Books are gifted as rewards for events throughout the year. | To promote reading for enjoyment. |
| Audio/E Books | Each year group has a set of iPads to allow the children to have access to audio texts and E books. | To model effective reading and for enjoyment. |
| Oxford Owl | Children from Reception have access to Oxford Owl and logins have been distributed to parents/carers at home. | To present a variety of books to the children to promote reading at home. |
| Lexia | Lexia is used as an intervention to support pupils including those with EAL. Parents/carers are provided with the login for children to access at home. | To close gaps in children's phonic understanding. |
| Chapter One / NTP | A reading intervention to target bottom 20% of readers | To close gaps in children's reading skills and develop fluent reading. |

