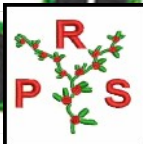


Our Roseberry Reading Journey

Pupils will 'read easily, fluently and with good understanding' and 'develop the habit of reading widely and often, for both pleasure and information.' (National Curriculum)

Our First Quality Provision / Our Intervention Provision

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.
RWI Phonics (KS1)	All children in Reception, Year 1 and Year 2 receive a phonics session every day following RWI.	To develop knowledge of letters and sounds.
RWI One to One Tutoring	Pupils receive 1:1 phonics intervention sessions when required dependent upon the needs of the individual child	To close gaps in children's phonetic understanding.
Individual Reading / ERIC	Throughout the week, pupils are given time to select a book to read for pleasure at their leisure by enjoying reading in class (ERIC).	To promote reading for enjoyment.
1:1 Reading to an adult	All pupils read to an adult 1:1 every week.	To improve basic reading skills.
Home Reading	All pupils are expected to read 3 times each week at home. Teachers monitor this by looking at and signing reading diaries	To support reading fluency and enjoyment
Target Readers	Identified children read to an adult 1:1 everyday. This might include flashcards and/or reading a book	To improve fluency.
Chapter One	A reading intervention to target specific readers who need extra support.	To close gaps in children's reading skills and develop fluent reading.
VIPERS	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.
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.
Phonics Intervention (KS2)	In KS2, children who still need support with their phonics receive targeted phonics sessions which include a comprehension session.	To develop knowledge of letters and sounds and improve fluency.
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.
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.
Lexia	Lexia is used as an intervention to support pupils with their reading and spelling.	To close gaps in children's phonic understanding, vocabulary, spelling and comprehension.
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 and meaning for reading and spelling.
Genre Coverage	Our genre coverage is mapped out in our RPS reading framework and writing framework giving children a breadth of	To develop children's understanding of a range of texts and their purpose to support



List	throughout the year during English sessions. These are linked to our reading and writing framework	To gain a wider experience of different books and authors.
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Our Roseberry Reading Enrichment

Pupils will 'read easily, fluently and with good understanding' and 'develop the habit of reading widely and often, for both pleasure and information.' (National Curriculum)

What?	Who? When? Where?	Why?
Class Story	Every day, the children are read a class story by their teacher.	To gain experience of different authors, and listen to effective reading.
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.
Book Buddies	KS2 children support KS1 children with their 1:1 reading, listening to them read.	To establish cross-phase partnerships and develop fluency and reading aloud.
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 reading enjoyment and widen experience of books and authors.
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.
Reading Plus Termly Challenge	Each term, each year group competes to gain the most combos on Reading Plus and win a prize for their year group.	To develop reading for information and understanding.
Weekly Reading Certificates	Weekly certificates are presented for reading in our celebration assembly.	To promote and celebrate reading
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.

