



Reading Core Offer at Castlechurch

	Little Wandle Phonics sessions	Little Wandle Reading sessions	Teaching Reading sessions	Reading across the wider curriculum	Storytime/Whole class reading	Reading at home	Lending Library
<p>Developing phonics knowledge (YR- Y1)</p>	<p>5 x 20 minutes sessions per week first thing</p> <p>Keep up sessions & Catch up grids to be used with those at risk of falling behind</p>	<p>3 x Reading sessions per week in groups of a maximum of 6.</p> <p>Reading books are carefully matched so children can read fluently and independently.</p> <p>The 3 sessions follow a very clear structure:</p> <ol style="list-style-type: none"> 1.Fluency 2.Prosody 3.Comprehension 		<p>Access to a world of learning and knowledge and developing an understanding of the world around them.</p>	<p>EY/KS1 Autumn Term – Picture book to share</p> <p>KS1 Spring term onwards. Pie Corbett Reading Spine/books for topic as example texts</p>	<p>1 x Ebook 1 x Decodable book per week</p> <p>Re-reading a book is vitally important to develop fluency and confidence to ensure reading with meaning.</p>	<p>1 Library share book to be read by adult.</p> <p>Reading for pleasure book to encourage children to become lifelong readers and to foster a love of reading.</p>
<p>Fluent readers (Y2-Y6)</p>			<p>3 x reading sessions in whole class groups.</p> <p>Use Reading progression documents with a focus on:</p> <ul style="list-style-type: none"> Fluency Prosody Comprehension 		<p>Pie Corbett reading spines/books for topics/love reading for kids websites as example text.</p>	<p>1 library share book to be read by adult in Y2</p> <p>A book band book from the library at the child's reading level changed weekly.</p> <p>Reading opportunity / exposure to a range of texts.</p> <p style="text-align: center;">Personal choice</p>	

Purpose & Impact of the Reading Core offer

	Little Wandle Phonics sessions	Little Wandle Reading sessions	Teaching Reading sessions	Reading across the wider curriculum	Storytime/Whole class reading	Reading at home	Lending Library
<p>Developing phonics knowledge (YR- Y1)</p>	<p>Phonics taught as the only route to decoding.</p> <p>Those children at risk of falling behind are given extra support and intervention in the form or keep up or catch up.</p> <p>Increased number of pupils reaching expected standard in Y1 Phonics Screening Check.</p>	<p>Re-reading a book is vitally important to develop fluency and confidence.</p> <p>Children reading texts with 90% fluency without sounding out.</p> <p>Fluency facilitates pupils’ cultural capital and their understanding of the world around them.</p>		<p>Expose to knowledge and information from a range of genres to support learning about the wider world.</p> <p>Reading is integral not just being heard read.</p> <p>Reading to learn, be informed, make us think.</p>	<p>Exposure to a broad range of different texts.</p> <p>Having a story read to them – for pleasure, enjoyment and sharing of high quality texts.</p> <p>Choices – which texts do children like and why?</p> <p>Exposure to high level vocabulary; Reading fluency and intonation is modelled – pupils will model back.</p>	<p>Read regularly at home for recognition, fluency and understanding.</p> <p>Children will already have read the book three times in school before being assigned the text via E-Book. Children will be able to read the book at 95% fluency.</p>	<p>Creating readers – reading for pleasure because they want to read and share a book.</p>
<p>Fluent readers (Y2-Y6)</p>			<p>Practise reading skills.</p> <p>Higher vocabulary – meaning and understanding.</p> <p>Reading time, Exposure to different genres through whole class reading texts.</p> <p>Reading strategies and skills taught & applied.</p> <p>The language of books and book talk - blurb, fiction, non-</p>	<p>Engaged and enthusiastic learners who are developing their cultural capital and accessing sources of knowledge to ensure reading with meaning.</p> <p>Broad knowledge of facts and opinions across all subjects.</p> <p>Higher vocabulary.</p>	<p>Allows all pupils the opportunity to have a quality quiet environment for enjoying reading.</p> <p>Teachers to model reading for pleasure.</p>	<p>Creating readers – reading for pleasure because they want to read and share a book.</p> <p>Developing</p> <p>Progress and attainment – informal.</p>	<p>Creating readers – reading for pleasure because they want to read and share a book.</p>

			fiction, prediction etc. Progress and attainment (data) Creating readers.			
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