

Poplar Street's Reading Strategy

Nursery	
Storytime	Compulsory: Drop everything and read! All teachers to stop everything and read a story to the class for enjoyment at the end of every day. This can be just 1 chapter of a larger, ongoing book if necessary.
Phonics	Follow Letters and Sounds programme for progression. Use 'Read, Write, Inc' images, phrases and actions to teach each new grapheme. Split children into 4 groups that all receive Phase 1 phonics. Heavy focus on oral segmenting and blending and alliteration aspects of Phase 1 to build skills needed for Phase 2. Begin to teach Phase 2 January with the children who are ready but continue to practise oral blending and segmenting. Continue to teach Phase 2 to children as appropriate. Expectation: Most children will be secure at Phase 1 on exit from Nursery. Progression: Please keep phonic trackers up to date for coordinators and SLT to check at regular intervals and Pupil Progress meetings.
Shared Reading	Shared reading to be done as part of your weekly reading focus. Shared reading will take place at the beginning of a new text, to unpick the text that you are working on, developing new vocabulary and basic comprehension skills.
Home/School Reading	All children must take home a library book to share with parents. This can be changed as many times in the week as necessary. Books are to be changed by the parent and child upon entry to school in a morning or afternoon.
Guided Reading (10 - 15 mins)	When appropriate, children are to receive weekly guided reading sessions with the teacher.
Displays	Read, Write, Inc. visual cards to be displayed as they are introduced for Phase 2 (if appropriate). Phonics area – Have interactive displays which support the phonics phase that is being taught. Vocabulary and pictures to be displayed, taken from shared reading books and relevant to topics being covered.
Reception	
Storytime	Compulsory: Drop everything and read! All teachers to stop everything and read a story to the class for enjoyment at the end of every day. This can be just 1 chapter of a larger, ongoing book if necessary.
Phonics	Follow Letters and Sounds programme for progression. Use 'Read, Write, Inc' images, phrases and actions to teach each new grapheme. In September, use the baseline to assess where children are at. Phonics to be delivered in the keyworker groups: Jellyfish, Turtles, Dolphins, Sharks. T/TAs to swap groups every half term. There will be one plan with 5 sessions, which each group will teach in a different sequence. One of these 5 sessions will have a focus on teaching High Frequency Words. All groups to start at Phase 2 (duration approx. 6 weeks) and move to Phase 3 (duration approx. 12 weeks) and then Phase 4 (duration approx. 4 weeks), week by week,

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	<p>moving to the next phase when appropriate. Differentiation should take place within each group. Focus on oral blending/segmenting or interventions required for the children who are not progressing through the phases or struggling with speaking and listening skills.</p> <p>Interventions: These should be appropriate to the need of the children e.g. Recap of Phase 1, active phonics activities, segmenting group, blending group, Reading Recovery led interventions.</p> <p>Expectation: Most children will be secure at Phase 4 on exit from Reception.</p> <p>Progression: Please keep phonic trackers up to date for coordinators and SLT to check at regular intervals and Pupil Progress meetings.</p>
Shared Reading	Shared reading to be done as part of your writing focus in Literacy lessons. All writing should be based around a quality text. Shared reading will take place at the beginning of a new unit, to unpick the text that you are working on, developing new vocabulary and basic comprehension skills. This should be done every 2-3 weeks as you begin a new genre of writing.
Home/School Reading	No individual reading books to be sent home until children are reading at red level. Children must instead, take home a library book to share with parents. When children reach red level, they can then take home a pink banded book to read independently to their parents, alongside a library book to be shared at bed time. PHONICS HOMEWORK ACTIVITY
Guided Reading (15 - 20 mins)	Guided reading sessions should take place once a week for every group. CG to deliver extra guided reading sessions and support struggling readers, alongside class teachers. Use this time to challenge your stronger readers (above yellow bookband), by introducing new sounds that appear in their books.
Reading Interventions	
Reading Progression	End of year expectation for all children is Yellow Bookband (RR level 6-8) at instructional level. Please keep your bookband trackers up to date for coordinators and SLT to check at regular intervals and Pupil Progress meetings.
Displays	Read, Write, Inc. visual cards to be displayed as they are introduced. Phonics area – Have interactive displays which support the phonics phase that is being taught and show the development through the phases. Vocabulary and pictures to be displayed, taken from shared reading books and relevant to topics being covered.
Year 1	
Storytime	Compulsory: Drop everything and read! All teachers to stop everything and read a story to the class for enjoyment at the end of every day. This can be just 1 chapter of a larger, ongoing book if necessary.
Phonics	<p>Follow Letters and Sounds programme for progression. Use 'Read, Write, Inc' images, phrases and actions to teach each new grapheme.</p> <p>In September, use the phonics screen to assess where children are at. Phonics to be delivered through whole class teaching. There will be one plan with 5 sessions, which each class can teach in the same sequence or a different sequence to share resources. One of these 5 sessions will have a focus on teaching High Frequency Words. Teach all children from Phase 4 (approx.4 weeks) in September, with a focus on the specific Phase 3 sounds that are still unsecure. Then move to Phase 5 (30 weeks). Deliver phonics daily as a whole class session with T & TA supporting targeted children. Revisit/Review and Teach elements to be taught on carpet with Practise and Apply</p>

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	<p>elements to be delivered at tables. Remember Phases 4 and 5 recap all Phase 3 sounds and graphemes, so that children are revisiting and consolidating previous graphemes for the focus long vowel phoneme. E.g /ee/ /ea/ /e_e/.</p> <p>Interventions: These should be appropriate to the need of the children e.g. Recap of Phase 1, active phonics, segmenting group, blending group.</p> <p>Expectation: Most children will be secure at Phase 5 on exit from Y1.</p> <p>Progression: Please keep phonic trackers up to date for coordinators and SLT to check at regular intervals and Pupil Progress meetings.</p> <p>Assessment: Children to be tested at least termly using the phonics screen check, to track progress.</p>
Shared Reading	<p>Shared reading to be done as part of your writing focus in Literacy lessons. All writing should be based around a quality text. Shared reading will take place at the beginning of a new unit, to unpick the text that you are working on. This should be done every 2-3 weeks as you begin a new genre of writing.</p>
Guided Reading (30 – 40 mins)	<p>Stream whole cohort into small book-banded ability groups (review this at the end of each half term). TA and T led groups alongside independent activities: See timetable 1 for more information.</p> <p>Session 1 T focus: Teaching reading skills and developing comprehension skills.</p> <p>Session 2 TA focus: Developing vocabulary and retrieval skills related to the specific text. During the first 5 minutes, when children are rereading the book, the TA will do 1 running record on a different child in the group that they are working with each day.</p> <p>Sessions 3-5 will be independent activities: 3 activities that can stay the same each week. Activities can be altered, if the children are learning/practising a skill and they can explain this.</p> <p>Retrieval / Sequencing based on book read that week/ Stiles activity: Retrieval (children working at and above): Children to answer a set of questions based on retrieval, but this can also include a couple of vocabulary or inference-based questions. Sequencing: (children working towards): Children to sequence the story that they have read each week. Stiles: Children to be trained to independently complete stiles activities to support the practise of reading strategies and phonics.</p> <p>Free reading: Free reading time to develop a love of reading, using class library, guided reading book or library books that they have. Book reviews could be completed when a book has been finished. This could also be a time for children to change their home/school reading book, if they have already read it.</p> <p>Sentence building activity to include high frequency words: WOW sentence to be constructed whole class each week, based on a class book/topic/class reader. Sentence to be displayed in the classroom all week. The sentence is made available on individual strips for each child to cut up into words. Child to sequence the words using skills such as: rereading, 1:1 correspondence (if appropriate), self-correcting and monitoring behaviours. Child to then copy out the sentence onto paper. Extension to be given to those more able e.g. add extra adjectives into the sentence, extend the sentence using a conjunction. Extensions could be linked to literacy work. T to give VF at the end of the GR session by using children's examples to add to the class sentence.</p>

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	NB: LA/SEN children to complete BR@P as an intervention separate to guided reading, to develop individual reading skills.
Home/School Reading	All home/school books will now be kept in classrooms. Children to be trained by TA at the beginning of the year, to choose own books 2/3 times a week. Children will need guidance on which book box to choose from. TA to write in the books, until children become able to do this themselves. They must be taking home a book that is at least 1 level below that at which they read in guided reading sessions. Children may also take home a book from the class library/green book boxes/school library to share at home with their parents. A record needs to be kept of how often children are changing their books, this could be done by simply allowing children to tick their own name when they choose a new book. Children can change their books in the first 15 minutes of the day, 8.45am – 9.00am.
Reading Interventions	Target Lower Middle Ability children (Yellow and above) to push them closer to the expected standard. TA's to run the BR@P programme 1:1 with the same children, 20 minutes per session, 3 times a week for 10 weeks. Training on this will be given to all TA's. Pink/Red readers need to receive extra individual or group guided reading led by a teacher.
Reading Progression	End of year expectation for all children is at least Turquoise Bookband (RR level 17-18) at instructional level. Please keep your bookband trackers up to date for coordinators and SLT to check at regular intervals and Pupil Progress meetings.
Displays	Read, Write, Inc. visual cards to be displayed as they are introduced. When introducing Phase 5, these grapheme cards need to be linked to the corresponding Phase 3 sounds. Vocabulary to be displayed, taken from shared reading books and relevant to topics being covered.
Year 2	
Storytime	Compulsory: Drop everything and read! All teachers to stop everything and read a story to the class for enjoyment at the end of every day. This can be just 1 chapter of a larger, ongoing book if necessary.
Shared Reading	Shared reading to be done as part of your writing focus in Literacy lessons. All writing should be based around a quality text. Shared reading will take place at the beginning of a new unit, to unpick the text that you are working on. This should be done every 2-3 weeks as you begin a new genre of writing.
Guided Reading: Word Reading Focus (30 – 40mins)	Up to Gold book band: Stream whole cohort into small book-banded ability groups (review this at the end of each half term). TA and T led groups alongside independent activities: See timetable 1 for more information. Session 1: T focus: Teaching reading skills and developing comprehension skills through an appropriate banded book. Session 2: TA focus: Developing vocabulary and retrieval skills related to the specific text. During the first 5 minutes, when children are rereading the book, the TA will do 1 running record on a different child each week. Sessions 3-5 will be independent activities: 3 activities that can stay the same each week. Activities can be altered, if the children are learning/practising a skill and they can explain this. Retrieval / Sequencing based on book read that week/ Stiles activity: Retrieval (children working at and above): Children to answer a set of questions based on retrieval, but this can also include a couple of vocabulary or inference-based questions.

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	<p>Sequencing: (children working towards): Children to sequence the story that they have read each week.</p> <p>Stiles: Children to be trained to independently complete stiles activities to support the practise of reading strategies and phonics.</p> <p>Free reading:</p> <p>Free reading time to develop a love of reading, using class library, guided reading book or library books that they have. Book reviews could be completed when a book has been finished. This could also be a time for children to change their home/school reading book, if they have already read it.</p> <p>Sentence building activity to include high frequency words:</p> <p>WOW sentence to be constructed whole class each week, based on a class book/topic/class reader. Sentence to be displayed in the classroom all week. The sentence is made available on individual strips for each child to cut up into words. Child to sequence the words using skills such as: rereading, 1:1 correspondence (if appropriate), self-correcting and monitoring behaviours. Child to then copy out the sentence onto paper. Extension to be given to those more able e.g. add extra adjectives into the sentence, extend the sentence using a conjunction. Extensions could be linked to literacy work. T to give VF at the end of the GR session by using children's examples to add to the class sentence.</p>
<p>Guided Reading: Comprehension Focus (30 – 40mins)</p>	<p>Gold book band or above: Stream whole cohort into small book-banded ability groups (review this at the end of each half term). TA and T led groups alongside independent activities: See timetable 2 for more information.</p> <p>T focus: Teaching inference and deductive reasoning skills, using a John Murray text, or chapters from an appropriate banded book (photocopied).</p> <p>TA focus: Developing vocabulary and modelling text to the children. TA to answer children's questions from previous session.</p> <p>Carousel of reading activities:</p> <p>1. Orientation/Retrieval (independent):</p> <p>Children to use big sheet and answer post-it retrieval questions set by the T. Every child to have a copy of the text, plus one copy to highlight. Children to work as a team to complete all tasks.</p> <p>6 roles: Reader: Somebody to read and ask the questions, Detective: someone to highlight/underline the answers, Writer: somebody to write the answers, Two Questioners: people to write the questions asked by the group and a Summariser: someone to write the answer to the reflective/evaluative question.</p> <p>The two questions asked by the group need to gain further information from the T/TA the next day e.g. What colour is the dog? Is too simple as children could find the answer themselves, whereas: What does the word 'banshee' mean? Is learning new information. Children will need some work on question stems to encourage them to use thinking questions e.g. Do you think... Why does...</p> <p>2. Vocabulary (TA led):</p> <p>TA to model reading text to the children. Then TA asks children to read the text and choose 2 interesting words/phrases that they want to discuss further/understand better. Rules can be put in place for this e.g. but you can't have 'banshee' because that's mine, or you must pick 1 word from one page and 1 from another. When a list has been created, TA to then spend time going through each word, defining the meaning and acting it out with the children, to develop word knowledge and breadth, but also asking children about why</p>

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	<p>the word was used, to develop word choice and depth of vocabulary. At the end of the session, TA to refer to children's post-it questions and model how they would go about answering it, using the text and their own knowledge.</p> <p>3. Higher Order Reading Skills (T led): T to lead the session, focusing on how to answer deductive reasoning and inference questions. Deductive reasoning – finding the clues and evidence in the text to support an answer. Clues are snippets of text that point you in the right direction but aren't explicit enough to base your answer on. Evidence is solid proof, found in the text to support your answer. Both things come together to form an inferred answer. Inference – Reading between the lines. T is scaffolding the inference questions throughout the session, using a range of retrieval and vocabulary work to support children in finding clues and evidence to answer the questions. T to demonstrate how they would do this in the earlier sessions.</p> <p>4. Free reading (Independent): Free reading time to develop a love of reading, using class library, guided reading book, John Murray text or library books that they have. Book reviews could be completed when a book has been finished. This could also be a time for children to change their home/school reading book, if they have already read it.</p> <p>5. Warm application (mix of retrieval, vocabulary and inference questions: independent): Children to independently complete a set of questions set by the teacher, which they have already touched upon in the previous sessions. This is an opportunity for the children to show how well they can interrogate a text they have already read independently. NB: LA/SEN children to complete BR@P as an intervention separate to guided reading, to develop individual reading skills.</p>
Home/School Reading	<p>All home/school books will now be kept in classrooms. Children to be trained by TA at the beginning of the year, to choose own books 2/3 times a week. Children will need guidance on which book box to choose from. TA to write in the books, until children become able to do this themselves. They must be taking home a book that is at least 1 level below that at which they read in guided reading sessions. Children may also take home a book from the class library/green book boxes/school library to share at home with their parents. A record needs to be kept of how often children are changing their books, this could be done by simply allowing children to tick their own name when they choose a new book.</p> <p>Children can change their books in the first 15 minutes of the day, 8.45am – 9.00am.</p>
Reading Interventions	<p>Target Lower Middle Ability children (Yellow and above) to push them closer to the expected standard. TA's to run the BR@P programme 1:1 with the same children, 20 minutes per session, 3 times a week for 10 weeks. Training on this will be given to all TA's.</p>
Reading Progression	<p>End of year expectation for all children is at least White Bookband (RR level 23-24) at instructional level. Please keep your bookband trackers up to date for coordinators and SLT to check at regular intervals and Pupil Progress meetings.</p>
Displays	<p>In shared area for interventions - Read, Write, Inc. visual cards to be displayed as they are introduced. When introducing Phase 5, these grapheme cards need to be linked to the corresponding Phase 3 sounds. Vocabulary to be displayed, taken from shared reading books and relevant to topics being covered.</p>
<p>Year 3</p>	

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Storytime	Compulsory: Drop everything and read! All teachers to stop everything and read a story to the class for enjoyment at the end of every day. This can be just 1 chapter of a larger, ongoing book if necessary.
Guided Reading (whole class) (30 – 40mins)	All children to be mixed ability grouped at the beginning of the year. These groups can change if necessary. Whole Class Reading: Monday: Orientation/Retrieval: Teacher to read aloud the text to the children, modelling good phrasing, expression and fluency. Children to then have a go at reading the text to each other or to themselves. Children to use big sheet and answer post-it retrieval questions set by the T. Every child to have a copy of the text, plus one copy to highlight. Children to work as a team to complete all tasks. 6 roles: Reader: Somebody to read and ask the questions, Detective: someone to highlight/underline the answers, Writer: somebody to write the answers, Two Questioners: people to write the questions asked by the group and a Summariser: someone to write the answer to the reflective/evaluative question. The two questions asked by the group need to gain further information from the T/TA the next day e.g. What colour is the dog? Is too simple as children could find the answer themselves, whereas: What does the word 'banshee' mean? Is learning new information. Children will need some work on question stems to encourage them to use thinking questions e.g. Do you think... Why does... Tuesday: Vocabulary: Adult to model re-reading text to the children. Then adult asks children to read the text and choose 2 interesting words/phrases that they want to discuss further/understand better. Rules can be put in place for this e.g. but you can't have 'banshee' because that's mine, or you must pick 1 word from one page and 1 from another. When a list has been created, adult to then spend time going through each word, defining the meaning and acting it out with the children, to develop word knowledge and breadth, but also asking children about why the word was used, to develop word choice and depth of vocabulary. At the end of the session, adult to refer to children's post-it questions and model how they would go about answering it, using the text and their own knowledge. Wednesday: Higher Order Reading Skills: Adult to lead the session, focusing on how to answer deductive reasoning and inference questions. Deductive reasoning – finding the clues and evidence in the text to support an answer. Clues are snippets of text that point you in the right direction but aren't explicit enough to base your answer on. Evidence is solid proof, found in the text to support your answer. Both things come together to form an inferred answer. Inference – Reading between the lines. Adult is scaffolding the inference questions throughout the session, using a range of retrieval and vocabulary work to support children in finding clues and evidence to answer the questions. Adult to demonstrate how they would do this in the earlier sessions, until children are more confident. Thursday: Warm application (mix of retrieval, vocabulary and inference questions): Children to independently complete a set of questions set by the teacher, which they have already touched upon in the previous sessions. This is an opportunity for the children to show how well they can interrogate a text they have already read independently. Adult to walk the children through the answers after they have completed.

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	<p>Friday: Free reading (independent): Free reading time to develop a love of reading, using class library, guided reading book, John Murray text or library books that they have. Book reviews could be completed when a book has been finished. Book club could be running during this session, where teachers/TAs and students all discuss a book that they have been reading or recommend a book to a friend. Teacher could read the first chapter of a book and leave it on the shelf to encourage children to take it home and finish. This could also be a time for children to change their home/school reading book, if they have already read it. During this time, Teacher and TAs should also be reading for pleasure or joining in with the book club to develop a love for reading. NB: LA/SEN children to complete BR@P as an intervention separate to guided reading, to develop individual reading skills.</p>
Home/School Reading	<p>All home/school books will now be kept in classrooms. Children to be trained by TA at the beginning of the year, to choose own books 2/3 times a week. Children will need guidance on which book box to choose from. TA to write in the books, until children become able to do this themselves. They must be taking home a book that is at least 1 level below that at which they read in guided reading sessions. Children may also take home a book from the class library/green book boxes/school library to share at home with their parents. A record needs to be kept of how often children are changing their books, this could be done by simply allowing children to tick their own name when they choose a new book. Children can change their books in the first 15 minutes of the day, 8.45am – 9.00am.</p>
Reading Interventions	<p>Target Lower Middle Ability children (Yellow and above) to push them closer to the expected standard. TA's to run the BR@P programme 1:1 with the same children, 20 minutes per session, 3 times a week for 10 weeks. Training on this will be given to all TA's. If any children are still on coloured bookbands, they will need to receive extra guided reading sessions during assemblies or the Friday Free Reading day to catch them up on the word reading skills.</p>
Reading Progression	<p>In Autumn term, aim to catch up any children who fall below the expected level of White Bookband (RR level 23-24) at instructional level. Please keep your bookband trackers up to date for coordinators and SLT to check at regular intervals and Pupil Progress meetings.</p>
Displays	<p>Vocabulary to be displayed, taken from shared reading books and relevant to topics being covered.</p>
Year 4	
Storytime	<p>Compulsory: Drop everything and read! All teachers to stop everything and read a story to the class for enjoyment at the end of every day. This can be just 1 chapter of a larger, ongoing book if necessary.</p>
Guided Reading (whole class) (30 – 40mins)	<p>Stream whole cohort into 4 ability groups: Greater Depth, Age Related Expectations, Age Related Expectations, Working Towards (review this at the end of each half term). TA and T led groups: See timetable for more information. Texts can be John Murray text, or chapters from an appropriate banded book (photocopied). NB: there will be 2 texts running, one for Class 1 and one for Class 2 to differentiate appropriately. Monday: Orientation/Retrieval:</p>

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Teacher to read aloud the text to the children, modelling good phrasing, expression and fluency. Children to then have a go at reading the text to each other or to themselves. Children to use big sheet and answer post-it retrieval questions set by the T. Every child to have a copy of the text, plus one copy to highlight. Children to work as a team to complete all tasks.

6 roles: **Reader:** Somebody to read and ask the questions, **Detective:** someone to highlight/underline the answers, **Writer:** somebody to write the answers, **Two Questioners:** people to write the questions asked by the group and a **Summariser:** someone to write the answer to the reflective/evaluative question.

The two questions asked by the group need to gain further information from the T/TA the next day e.g. What colour is the dog? Is too simple as children could find the answer themselves, whereas: What does the word 'banshee' mean? Is learning new information. Children will need some work on question stems to encourage them to use thinking questions e.g. Do you think... Why does...

Tuesday: Vocabulary:

Adult to model re-reading text to the children. Then adult asks children to read the text and choose 2 interesting words/phrases that they want to discuss further/understand better. Rules can be put in place for this e.g. but you can't have 'banshee' because that's mine, or you must pick 1 word from one page and 1 from another. When a list has been created, adult to then spend time going through each word, defining the meaning and acting it out with the children, to develop word knowledge and breadth, but also asking children about why the word was used, to develop word choice and depth of vocabulary. At the end of the session, adult to refer to children's post-it questions and model how they would go about answering it, using the text and their own knowledge.

Wednesday: Higher Order Reading Skills:

Adult to lead the session, focusing on how to answer deductive reasoning and inference questions.

Deductive reasoning – finding the clues and evidence in the text to support an answer. Clues are snippets of text that point you in the right direction but aren't explicit enough to base your answer on. Evidence is solid proof, found in the text to support your answer. Both things come together to form an inferred answer.

Inference – Reading between the lines.

Adult is scaffolding the inference questions throughout the session, using a range of retrieval and vocabulary work to support children in finding clues and evidence to answer the questions. Adult to demonstrate how they would do this in the earlier sessions, until children are more confident.

Thursday: Warm application (mix of retrieval, vocabulary and inference questions):

Children to independently complete a set of questions set by the teacher, which they have already touched upon in the previous sessions. This is an opportunity for the children to show how well they can interrogate a text they have already read independently.

Adult to walk the children through the answers after they have completed.

Friday: Free reading (independent):

Free reading time to develop a love of reading, using class library, guided reading book, John Murray text or library books that they have. Book reviews could be completed when a book has been finished. Book club could be running during this session, where teachers/TAs and students all discuss a book that they have been reading or recommend a book to a friend. Teacher could read the first chapter of a book and leave it on the shelf to encourage children to take it home and finish. This could also be a time for children to

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	change their home/school reading book, if they have already read it. During this time, Teacher and TAs should also be reading for pleasure or joining in with the book club to develop a love for reading. NB: LA/SEN children to complete BR@P as an intervention separate to guided reading, to develop individual reading skills.
Home/School Reading	Children to choose own books as appropriate throughout the week. Children may need guidance on which book to choose for their appropriate level. Children to write the title in their reading diaries. Children in KS2 should not be taking home books from the KS1 areas. Please make sure that they are provided with appropriate texts. Children may also take home a book from the class library/green book boxes/school library to share at home with their parents or alone. A record needs to be kept of how often children are changing their books, this could be done by simply allowing children to tick their own name when they choose a new book. Children can change their books in the first 15 minutes of the day, 8.45am – 9.00am.
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Displays	Vocabulary to be displayed, taken from shared reading books and relevant to topics being covered.
Year 5	
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Guided Reading (whole class) (30 – 40mins)	Stream whole cohort into 4 ability groups: Greater Depth, Age Related Expectations, Age Related Expectations, Working Towards (review this at the end of each half term). TA and T led groups: See timetable for more information. Texts can be John Murray text, or chapters from an appropriate banded book (photocopied). NB: there will be 2 texts running, one for Class 1 and one for Class 2 to differentiate appropriately. Monday: Orientation/Retrieval: Teacher to read aloud the text to the children, modelling good phrasing, expression and fluency. Children to then have a go at reading the text to each other or to themselves. Children to use big sheet and answer post-it retrieval questions set by the T. Every child to have a copy of the text, plus one copy to highlight. Children to work as a team to complete all tasks. 6 roles: Reader: Somebody to read and ask the questions, Detective: someone to highlight/underline the answers, Writer: somebody to write the answers, Two Questioners: people to write the questions asked by the group and a Summariser: someone to write the answer to the reflective/evaluative question. The two questions asked by the group need to gain further information from the T/TA the next day e.g. What colour is the dog? Is too simple as children could find the answer themselves, whereas: What does the word 'banshee' mean? Is learning new information. Children will need some work on question stems to encourage them to use thinking questions e.g. Do you think... Why does... Tuesday: Vocabulary:

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	<p>Adult to model re-reading text to the children. Then adult asks children to read the text and choose 2 interesting words/phrases that they want to discuss further/understand better. Rules can be put in place for this e.g. but you can't have 'banshee' because that's mine, or you must pick 1 word from one page and 1 from another. When a list has been created, adult to then spend time going through each word, defining the meaning and acting it out with the children, to develop word knowledge and breadth, but also asking children about why the word was used, to develop word choice and depth of vocabulary. At the end of the session, adult to refer to children's post-it questions and model how they would go about answering it, using the text and their own knowledge.</p> <p>Wednesday: Higher Order Reading Skills:</p> <p>Adult to lead the session, focusing on how to answer deductive reasoning and inference questions.</p> <p>Deductive reasoning – finding the clues and evidence in the text to support an answer. Clues are snippets of text that point you in the right direction but aren't explicit enough to base your answer on. Evidence is solid proof, found in the text to support your answer. Both things come together to form an inferred answer.</p> <p>Inference – Reading between the lines.</p> <p>Adult is scaffolding the inference questions throughout the session, using a range of retrieval and vocabulary work to support children in finding clues and evidence to answer the questions. Adult to demonstrate how they would do this in the earlier sessions, until children are more confident.</p> <p>Thursday: Warm application (mix of retrieval, vocabulary and inference questions):</p> <p>Children to independently complete a set of questions set by the teacher, which they have already touched upon in the previous sessions. This is an opportunity for the children to show how well they can interrogate a text they have already read independently. Adult to walk the children through the answers after they have completed.</p> <p>Friday: Free reading (independent):</p> <p>Free reading time to develop a love of reading, using class library, guided reading book, John Murray text or library books that they have. Book reviews could be completed when a book has been finished. Book club could be running during this session, where teachers/TAs and students all discuss a book that they have been reading or recommend a book to a friend. Teacher could read the first chapter of a book and leave it on the shelf to encourage children to take it home and finish. This could also be a time for children to change their home/school reading book, if they have already read it. During this time, Teacher and TAs should also be reading for pleasure or joining in with the book club to develop a love for reading.</p> <p>NB: LA/SEN children to complete BR@P as an intervention separate to guided reading, to develop individual reading skills.</p>
Home/School Reading	<p>Children to choose own books as appropriate throughout the week. Children may need guidance on which book to choose for their appropriate level. Children to write the title in their reading diaries. Children in KS2 should not be taking home books from the KS1 areas. Please make sure that they are provided with appropriate texts. Children may also take home a book from the class library/green book boxes/school library to share at home with their parents or alone. A record needs to be kept of how often children are changing their books, this could be done by simply allowing children to tick their own name when they choose a new book.</p> <p>Children can change their books in the first 15 minutes of the day, 8.45am – 9.00am.</p>

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Reading Interventions	Target Lower Middle Ability children (Yellow and above) to push them closer to the expected standard. TA's to run the BR@P programme 1:1 with the same children, 20 minutes per session, 3 times a week for 10 weeks. Training on this will be given to all TA's. If any children are still on coloured bookbands, they will need to receive extra guided reading sessions during assemblies or the Friday Free Reading day to catch them up on the word reading skills.
Displays	Vocabulary to be displayed, taken from shared reading books and relevant to topics being covered.
Year 6	
Storytime	Compulsory: Drop everything and read! All teachers to stop everything and read a story to the class for enjoyment at the end of every day. This can be just 1 chapter of a larger, ongoing book if necessary.
Guided Reading (whole class) (30 – 40mins)	<p>Stream whole cohort into 4 ability groups: Greater Depth, Age Related Expectations, Age Related Expectations, Working Towards (review this at the end of each half term).</p> <p>TA and T led groups: See timetable for more information.</p> <p>Texts can be John Murray text, or chapters from an appropriate banded book (photocopied). NB: there will be 2 texts running, one for Class 1 and one for Class 2 to differentiate appropriately.</p> <p>Monday: Orientation/Retrieval:</p> <p>Teacher to read aloud the text to the children, modelling good phrasing, expression and fluency. Children to then have a go at reading the text to each other or to themselves. Children to use big sheet and answer post-it retrieval questions set by the T. Every child to have a copy of the text, plus one copy to highlight. Children to work as a team to complete all tasks.</p> <p>6 roles: Reader: Somebody to read and ask the questions, Detective: someone to highlight/underline the answers, Writer: somebody to write the answers, Two Questioners: people to write the questions asked by the group and a Summariser: someone to write the answer to the reflective/evaluative question.</p> <p>The two questions asked by the group need to gain further information from the T/TA the next day e.g. What colour is the dog? Is too simple as children could find the answer themselves, whereas: What does the word 'banshee' mean? Is learning new information. Children will need some work on question stems to encourage them to use thinking questions e.g. Do you think... Why does...</p> <p>Tuesday: Vocabulary:</p> <p>Adult to model re-reading text to the children. Then adult asks children to read the text and choose 2 interesting words/phrases that they want to discuss further/understand better. Rules can be put in place for this e.g. but you can't have 'banshee' because that's mine, or you must pick 1 word from one page and 1 from another. When a list has been created, adult to then spend time going through each word, defining the meaning and acting it out with the children, to develop word knowledge and breadth, but also asking children about why the word was used, to develop word choice and depth of vocabulary. At the end of the session, adult to refer to children's post-it questions and model how they would go about answering it, using the text and their own knowledge.</p> <p>Wednesday: Higher Order Reading Skills:</p> <p>Adult to lead the session, focusing on how to answer deductive reasoning and inference questions.</p>

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	<p>Deductive reasoning – finding the clues and evidence in the text to support an answer. Clues are snippets of text that point you in the right direction but aren't explicit enough to base your answer on. Evidence is solid proof, found in the text to support your answer. Both things come together to form an inferred answer.</p> <p>Inference – Reading between the lines.</p> <p>Adult is scaffolding the inference questions throughout the session, using a range of retrieval and vocabulary work to support children in finding clues and evidence to answer the questions. Adult to demonstrate how they would do this in the earlier sessions, until children are more confident.</p> <p>Thursday: Warm application (mix of retrieval, vocabulary and inference questions):</p> <p>Children to independently complete a set of questions set by the teacher, which they have already touched upon in the previous sessions. This is an opportunity for the children to show how well they can interrogate a text they have already read independently. Adult to walk the children through the answers after they have completed.</p> <p>Friday: Free reading (independent):</p> <p>Free reading time to develop a love of reading, using class library, guided reading book, John Murray text or library books that they have. Book reviews could be completed when a book has been finished. Book club could be running during this session, where teachers/TAs and students all discuss a book that they have been reading or recommend a book to a friend. Teacher could read the first chapter of a book and leave it on the shelf to encourage children to take it home and finish. This could also be a time for children to change their home/school reading book, if they have already read it. During this time, Teacher and TAs should also be reading for pleasure or joining in with the book club to develop a love for reading.</p> <p>NB: LA/SEN children to complete BR@P as an intervention separate to guided reading, to develop individual reading skills.</p>
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Display	<p>Vocabulary to be displayed, taken from shared reading books and relevant to topics being covered.</p>

English coordinators to put in place a tracking system from Rec to Y3 to know where children are at in line with the book bands.

BR@P/running record training for TAs

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