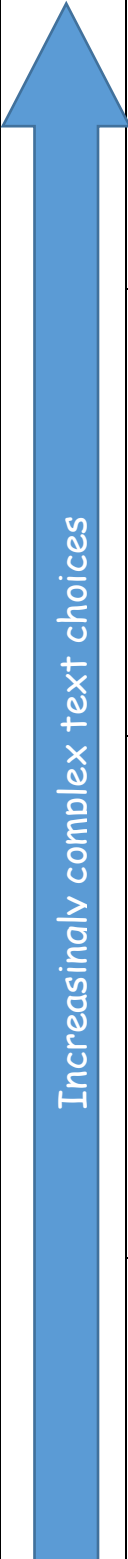


Kimberworth Reading Entitlement

 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Increasingly complex text choices</p>	KS2	<p>For those working below age related: Daily sessions of Read, Write Inc. in Y3/Y4. Fresh Start three times per week in Y5/Y6. Fluency intervention program. Additional targeted reading comprehension interventions to accelerate progress. Daily whole class explicit modelling and teaching of reading comprehension following VIPERS - Vocabulary Infer Predict Explain Retrieve Summarise. Developing fluency through modelling and teaching of strategies. Sharing of class novel daily. Home reading books. Wider reading books through recommended reads. Library sessions run by student librarians to encourage reading for pleasure. PIRA testing (Y3,4,5) SATs papers (Y6)</p>
	Y2	<p>Daily Read Write Inc. phonics session for those children who did not pass phonic screen - grouped by ability and assessed regularly. Guided Reading group work / 1-1 reading. Explicit teaching of vocabulary. Reading interventions as appropriate. Developing fluency through modelling and teaching of strategies. Modelling and explicit teaching of comprehension skills. Class story time daily. Home reading books Library sessions run by student librarians to encourage reading for pleasure. Phonics screening for those who didn't pass. PIRA Testing / SATs papers</p>
	Y1	<p>Daily Read Write Inc. phonics session grouped by ability so children learn rapidly at the right level. Initial and on-going assessment tracks every child's progress every six weeks. Further phonics interventions, Developing fluency through modelling and teaching of strategies. Explicit teaching of vocabulary. Extra 1-1 reading for those not reading at home. Reading interventions as appropriate. Modelling and explicit teaching of comprehension skills. Class story time. Weekly phonics book sent home to read for themselves at their level. Five favourite stories each half term, which the children read regularly and know well. Phonics Screen PIRA Testing at end of year.</p>
	EYFS	<p>From day care we do the following: Daily Read Write Inc. phonics session grouped by ability so children learn rapidly at the right level. Initial and on-going assessment tracks every child's progress regularly. Further phonics interventions where needed. Modelling and explicit teaching of comprehension skills introducing new words. Adults sharing a love of books through whole class story time twice daily to develop reading for pleasure. Use of small world, book of the week and rhyme of the week. Introduction of five favourite stories each half term, which the children read regularly and know well. Access to quality stories and information texts linked to topic and children's interests. Weekly phonics book sent home to read for themselves at their level. Lending library for children to choose books and story sacks to share at home. Phonics screening baseline assessment</p>

Reading for pleasure

Research shows that reading for pleasure has a positive impact on children's attainment in reading assessments. Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. They also have more positive attitudes towards reading than peers. The advantages of reading for pleasure go beyond academic achievement:

'Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'.

Reading for Pleasure: A research overview, National Literacy Trust, 2006

We promote reading for pleasure in the following ways:

- Every teacher is an advocate for reading.
- A wide range of carefully chosen books shared with the children which they can then read themselves.
- Staff recommended reading books available for the children to borrow.
- Reading environment fosters a love of reading.
- Use of school library run by student librarians.
- Five favourite stories each half term, which the children read regularly and know well.
- Competitions and challenges throughout the year based on reading and reading displays.