

# Reading Journey at d'Auvergne

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The ability to read, at a functional level, has a very significant impact on a child's prospects.

Lower attaining readers are:

- Less likely to gain employment, particularly in skilled roles
- Less likely to earn an above average salary
- Less likely to achieve qualifications or receive work based training or promotion
- Less likely to use preventative health services, remain healthy or manage treatments and medications well
- More likely to exhibit behavioural problems and delinquency
- More likely to offend, be incarcerated and develop a habit of lifelong offending
- More likely to have low levels of psychological wellbeing and life satisfaction

## **Reading at d'Auvergne - What can you expect?**

### **Nursery**

In Autumn Term, your child will begin a 'soft' introduction to the Read Write Inc phonics program (Phonics are the sound of the written letter).

In Spring Term, your child will begin to see how sounds (graphemes) are written. All children will receive a set of RWI flashcards to take and use at home, with your Nursery Lead Teacher providing guidance on how to use these.

By Summer Term, the Nursery Team will introduce further aspects of RWI in order to prepare children for their Reception Year, such as letter formation and blending of simple **C**onsonant **V**owel **C**onsonant words e.g. c-a-t, cat. This will be determined by your child's readiness for learning, and will only start when they are keen!

### **Reception**

In September, all Reception parents will be invited to an important introductory RWI meeting. The program will be explained to parents, including (most importantly) how you can help your child at home with their reading.

By the end of the first half term, all Reception children will be assessed and grouped accordingly based on their phonic knowledge. They will participate in RWI sessions every day (30-45 minutes), and will be assessed approximately every 6 weeks. RWI groups will be reported to parents at parents' consultations and through reports.

In the spirit of partnership, the parents of those children who are making slower progress will be invited to support sessions to further understand how to reinforce their child's learning at home.

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## **Year 1**

In September, Read Write Inc will be re-introduced to parents as part of Meet The Teacher. Children will continue to take part in daily RWI. During the year, as children start to finish the program, they will participate in the Read Write Inc “Language and Literacy” program.

RWI groups will continue to be reported to parents, and further home-school support will be offered for those children who are making slower progress.

## **Year 2**

In September, children will continue to take part in daily RWI, as necessary. As children continue to finish the program, they will participate in the Read Write Inc’s “Language and Literacy” program.

It is expected that the majority of children will have completed the Read Write Inc program by the end of the Spring Term.

From Summer, all Year 2 children will finish daily Read Write Inc sessions, and will focus primarily on the Year 2 Reading curriculum. Children who do not know all RWI Speed Sounds will continue to have a RWI intervention, at a different time.

For some children, they will know all Speed Sounds, but won’t have completed the program as they are not fluent (fast) enough when word reading. These children will be a focus for our Reading Recovery program. The parents of these children will also be invited to a Reading Meeting with the Headteacher, in which they will be provided with a reading list that must be completed by the end of Year 2.

## **Bug Club Reception, Year 1 and Year 2**

To complement Read Write Inc, to support a love of reading and to familiarise children with a range of genres, **Bug Club** will be available as an online and physical reading resource. It is expected, when they are ready, that children will frequently engage with this resource at home and in school.

## **Post RWInc: KS2 (Year 2 to Year 6)**

Reading in Key Stage 2 has been developed in a way that exposes children to whole texts as well as age-appropriate extracts. It is **paramount** that we expose children to texts that link across the whole curriculum. Pupils will read a topic-related book to deepen their understanding of the topic they are learning.

Increasing reader’s fluency (the speed at which one can read) has been shown to have a direct improvement in comprehension. Within each lesson at our school, children will be exposed to “model reading”, which allows children to hear how certain parts of a text *should* be read, paying particular attention to: expression, volume, pace, and intonation.

Teachers will also spend lessons developing children’s comprehension skills that can be applied to a variety of texts. In d’Auvergne, we select texts that challenge pupils to become better readers.

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## A d’Auvergne Reading Lesson

Each reading lesson will focus on a specific reading skill. Other skills that are important will be naturally developed within a lesson; these are outlined in the table below. The learning question will be shared with children at the start of the lesson, whether this be inference, retrieval, explanation, summaries etc. Teachers are responsible for planning/selecting their own specific questions based on one of these content domains.

In Key Stage 2, each child will have their own reading journal to record ideas, vocabulary, and written responses during lessons where appropriate. Written evidence may not be recorded in every lesson as we recognise the value of promoting speaking and listening skills within lessons through partner talk, group talk and whole class discussion, in line with our commitment to Oracy.

	KS1	KS2
Vocabulary	draw on knowledge of vocabulary to understand text	give / explain the meaning of words in context
Infer	make inferences from the text	make inferences from the text / explain and justify inferences with evidence from the text
Predict	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied
Explain	explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	identify / explain how information / narrative content is related and contributes to meaning as a whole identify / explain how meaning is enhanced through choice of words and phrases
Retrieve	identify key aspects of fiction and non-fiction texts, such as characters, events, titles and information	retrieve and record information / identify key details from fiction and non-fiction
Sequence/ summarise	identify and explain the sequence of events in texts	summarise main ideas from more than one paragraph

## Reading at Home

All children are encouraged to read at home **every day**. They have a home/school reading diary which should be returned to school daily. This encourages a dialogue between staff and parents to comment on the child’s reading and progress (praise and prompts). Diaries are monitored by class teachers and Senior Leaders are informed if they are not being used consistently.

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Reading at home should, most certainly, include reading in the child's home language. Strengthening reading in a home language, other than English, is an important part of developing fluency and comprehension, which will then influence reading in English.

All pupils will follow our Bug Club core reading scheme to ensure progression in both word reading skills and comprehension.

We use Accelerated Reader to ensure children are reading books that challenge them appropriately, and have regular access to additional library books of their choice. Children in Years 3-6, will have a Bug Club book (both physical or online copy) as well as a library book. Bug Club ensures a progressive and systematic approach to reading.

We will constantly assess your child's progress in Reading. Parents will be provided with regular updates, indicating their child's levels of attainment. Ideally, families and school would want every child to have a Reading Age that surpasses the child's chronological age. When a child achieves this, we will know that they are **'Fit For the Future'**.

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