



THE READING JOURNEY OF BRUCHE PRIMARY SCHOOL

Revised- October 2024 (Updated in line with
Reading Framework Guidance - July 2023)

- - a constantly evolving, collaborative,
researched-based and progressive approach
ensuring success for everyone.



Our
results
don't
happen
by
chance



SUCCESS. NOTHING LESS.



Phonics and Early Reading EYFS and Year 1

At Bruche, we aim for excellent standards in academics and personal achievement; we understand that success in reading is key to success across a child's learning journey and is at the core of their education - our Head, Reading Lead and Senior Leadership team are fully committed to enable all our children to read and it is always an ongoing priority to use evidence-based methods to improve practice to give our children the very best start in life in their education.

We are committed to the fidelity of one systemic, synthetic, evidence-based scheme – Read Write Inc. by Ruth Miskin, which ensures consistency and allows for optimum progress for all our children.

Early reading and phonetic development is a key strand to the early reading and development of all of our children. We track the progress of all children from when children enter as 2-year-olds through to when they leave in Year 6 - children's academic targets are set based upon their starting points at the beginning of their educational journey with us.

In Reception, we ensure the children make an outstanding start. For the first four weeks of life in school, Reception children are taught only speed sound lessons in Reading - this allows the teachers to identify gaps in phonetic knowledge, so that they can be placed in the appropriate homogenous groups; children are grouped according to their word reading and fluency and not their ability to write or comprehend.

Read Write Inc. is a structured, cumulative and evidence-based method of teaching reading; this consistency in approach across EYFS and KS1 ensures that there is a smooth transition from one class to the next and that children's progress is not hindered by a change in practice or delivery method. Once children have completed the programme in Year 2, we teach spelling through use of the No Nonsense Spelling programme; and reading through an evidenced-based whole class shared reading model.

The five key principles of Read Write Inc. are purpose, passion, pace, participation and praise – every session should encompass these principles: the purpose of the activity is always set at the beginning of each session; teachers are expected to be passionate in each session – smiles, enthusiasm and great preparation are expected from our reading teachers – the reading teachers and constantly told that they have the most important job in the school – teaching children to read; clear routines, teacher signals and children's awareness of the high expectations will ensure pace in each lesson, maximising the potential for progress; participation, collaboration between children and partner work should be seen in every lesson – there should be a 'no hands up' environment in our lessons; praise is a key fundamental value that we expect from our teachers – children should be praised quietly, so as not to demotivate others and the praise should always be genuine, so that children appreciate the recognition that they are given. Praise is given to partners who are working well together, highly motivating and encouraging collaboration and keeping all children active in the sessions: children are being taught from an early age to learn independently of the teacher in sections of each lesson, which is a tremendous thing to instill in their learning behaviours.

The books children read are carefully matched to the sounds they are learning, so that children are consistently experiencing success at all times and motivation remains high - children should always be reading books that they can phonetically decode.

Teachers are trained in this scheme: yearly refreshers, online support and coaching are planned in to ensure all staff are confident and proficient in their delivery – ongoing coaching and practice sessions are provided by our Reading Lead and Phonics Lead and further support is provided by the online Ruth Miskin portal training videos and our expert consultant, Charlotte Rolfe.

We are dedicated to ensuring that each and every one of our children learns to read with accuracy and confidence and children are regularly assessed and tracked to ensure that they are assigned the correct homogenous group to help them learn at their specific pace; we recognise the importance of these groups remaining fluid and based upon continuous, ongoing assessment.

At the core of the programme is the lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding). As their confidence in decoding develops, they are taught to comprehend and compose ideas for their own writing. The children have the pleasure of reading exciting storybooks perfectly matched to their level, so that they have early success in reading.

Structure of a lesson:

We structure our phonics sessions as follows:

- Introduce a new sound
- Incorporate and revisit previously learnt sounds (retrieval)
- Apply sounds covered by writing

At Bruche, we understand that children do not just 'become' readers and reading engagement is not possible if children struggle with the basic mechanics of reading.

Five key principles underpin the teaching in all Read Write Inc. sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about

Participation – ensure every child participates throughout the lesson; partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning of the specific sounds

Passion – be passionate about teaching so children can be engaged emotionally.

Throughout each session, children are given the opportunity to read words and sentences containing the taught phonemes and then asked to apply this to their written work through words, captions and sentences. Children are taught in ability groups from Nursery through to Year 2 to ensure that teaching sessions are pitched accordingly to the child's reading ability. Our Read Write Inc lessons follow the prescribed programme where children take part in book work sessions over the course of 3 days with key text pitched to their phonic ability. Children are taught how to read decodable words speedily and read non-decodable tricky red words on sight.

Resources

We teach the sessions using the resources provided in the Read Write Inc curriculum.

Sound cards: to support letter recognition and letter formation with a mnemonic to guide

Green words: to support the blending of words to read the taught sounds

Red words: these are high frequency words that children are exposed

Pseudo words: made up words without any meaning

At Bruche, we understand that ensuring children become fluent and engaged readers at the very earliest stages helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging

Assessment

Children are then assessed against the RW Inc. assessment grid at the end of each half term as a formative assessment to assess children retention of sounds and the words that they can read in isolation and in the application of words – this allows for movement and homogenous grouping.



Progression in Read/Write Inc.

In Nursery, children will be introduced to the initial sounds in short sessions and where appropriate will begin to write them. In Reception, all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Children will:

In reading -

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using Fred talk (where each sound in a word is pronounced separately) and sound blending
- read from a range of storybooks/non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

In writing -

- learn to write and form the letters/letter groups which represent the 44 sounds
- learn to write words by using Fred Talk (where each sound in a word is pronounced separately) and sound blending
- learn to build sentences by practising sentences out loud before they write – 'build a sentence'

In talking, the children work in pairs so that they can:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

In Years 1 and 2, children follow the same lesson formats as in Reception, but will work on complex sounds and read books appropriate to their reading level, until they are proficient in reading and using and applying all 44 sounds.



Progression and expectations in Early Years/KS1

Phonics progression is mapped out in the following way to ensure progress at each stage of the child's education at Bruche:

	Autumn	Spring	Summer
N1	Nursery rhymes/ talking time/ story time	Nursery rhymes/ talking time/ story time	Nursery rhymes/ talking time/ story time
N2	Nursery rhymes Rhyme Oral Blending -Fred Games	Introduction to RWinc picture pneumonic. Oral blending and segmenting Fred Games Introduction to letters sounds	Teaching all set one speed sound lessons in 2 groups of 13. Reading and applying.
Reception (Nursery)	Recap all set 1 sounds (4 weeks) Assessment and regroup Children secure Group C sounds All set one sounds including special friends (combinations of 2 or 3 letters representing one sound)	Children progress through <u>ditties and secure red books.</u> <u>Set 2 sounds</u> ay,ee,igh,ow,oo,oo ar,or,air,ir,ou,oy	<u>Children are secure green books and introduced to purple.</u> <u>Recap all set 2 sounds</u> Begin to teach set 3 sounds
Y1	Recap all set 1 sounds (2 weeks) Recap all set 2 sounds (2 weeks) <u>Teach set 3</u> <u>Secure pink books</u>	Recap set 3 sounds <u>Secure Yellow books</u>	<u>Secure blue books</u> Language and comprehension
Y2	Secure Grey books by the end of the Autumn Term	Read Write Inc. Comprehension No Nonsense spelling Introduce WCSR in Spring 2	

Our children will take home book bag books that are matched to the current phonics sounds that they are learning in the classroom to ensure each child can read independently to gain a love of reading: these books will be progressive through the scheme.

Children are given books that will promote a love of reading through a range of genres, fiction and non-fiction text and poetry. Books aim to promote the application of reading through taught phonetic sounds but also encourage reading fluency through the awareness of high frequency words.

Books are matched to children's reading ability, but also offer a range of challenges to expose children to new vocabulary and a variety of text types. We teach reading within school, but also recognise the importance of home reading and ensuring children are exposed to a range books both within school and in the home environment.



Progression from Year 2 to Year 6

By Spring in Year 2, children will begin to access WCSR (Whole Class Shared Reading). All other year groups from Y3 to Y6 will have daily exposure to reading.

From Years 2-5, children who are not achieving the expected standard may be exposed to additional smaller guided reading groups each week and where applicable, will be supported with regular access to the phonics online Reading Eggs programme, as well as 1:1 phonics tuition, where appropriate.

Years 3-4 will complete WCSR three times a week for 30 minutes and will carry out whole class sessions of Reading Plus each week

Year 5 will complete WCSR 3 times a week for 30 minutes; alongside this they will have 3 x 30 minute sessions of Reading Plus per week.

Year 6 will complete WCSR 3 x 30 minutes per week and a small group session of reading with their tutor, who will focus on accessing specific gaps in reading strategy knowledge and on answering specific reading questions. Year 6 will also have 4 sessions of Reading Plus per week.

Key Stage 2 children will also have extended reading lessons through their English lessons, where they will examine and dissect similarly contextual exemplar texts that will help them to produce greater quality extended writing.

So why do we do WCSR?

It has been shown through extensive evidence from research that the teaching of metacognitive strategies for reading comprehension has a very high impact. Much of this research has been with pupils aged 7-11, using a WCSR model. At Bruce, we feel that WCSR model is the best teaching strategy to implement these teaching skills, which are detailed below:

Vocabulary Development – children are encouraged to highlight unknown words that are then analysed at a whole class level to ensure thorough understanding throughout the class. **Which words do you not understand?**

Prediction—pupils predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension. **What do you think this text/section/paragraph will be about?**

Questioning—ask pupils and pupils generate their own questions about a text in order to check their comprehension. **What questions do you have about this text? What would you like to find out?**

Clarifying—pupils identify areas of uncertainty, which may be individual words or phrases, and seek information and evidence to clarify meaning. (Reading on and reading back) How do you know this? **What evidence can you find to support your thoughts?**

Summarising—pupils describe succinctly the meaning of sections of the text. This causes pupils to focus on the key content. **What is this section of text mainly about?**

Inference—pupils infer the meaning of sentences from their context and use evidence to back up ideas. **What do you think the author really means by this?**

Activating prior knowledge—pupils think about what they already know about a topic, from reading or other experiences, and try to make links. This helps pupils to infer and elaborate, fill in missing or incomplete information and use existing mental structures to support recall. **What do you know about this topic/section/story already?**

WCSR has allowed us to:

- Teach explicit comprehensions skills: prediction; questioning; clarifying; summarising and inference
- Use a text beyond the independent reach of the children (decoding and/or comprehension)
- Offer challenge
- Model a particular comprehension strategy
- Mix abilities so that the HA children can support their peers.
- Achieve outstanding KS2 SATs results for the 4th consecutive year: externally marked 2019 SATs – 67% GD/100% ARE and 2022 - 45% GD and 100% ARE

PROGRESSION AND RATIONALE FOR WCSR TEXTS FROM Y2 to Y6

	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	<p>Read Write Inc Blue/Grey Levels</p>	<p>Diary Of A Killer Cat <i>Anne Fine</i> Dissecting this text, children are able to understand perspectives and can empathise with the main character; it is engaging and a great, humorous way to start the year and build a rapport between the teacher and the students through WCSR</p>	<p>Bad Dad <i>David Walliams</i> This text highlights the importance of unconditional love within a family and about what sacrifices are worth making for better or for worse. Humour within the book is appealing and engaging to reluctant readers and an excellent way to re-engage children with reading at the beginning of the year.</p>	<p>The Legend of Podkin One Ear <i>Kieran Larwood</i> Paz as a strong female character offers opportunities to discuss gender issues, attitudes and expectations; there are links with current affairs – for example refugees; Syria; diversity and disability awareness – Crom’s blindness and Podkin’s Ear – exploring abilities, disabilities and challenges.</p>	<p>Boy <i>Roald Dahl</i> This text provides writing opportunity links to creating a biography of Charles Darwin and our Evolution topic in Science and our Geography topic of South America. Dissecting the book teaches children to understand nostalgia and changes through time; children understand the importance of positivity and resilience. Humorous themes and experiences hook the children in and this is an excellent text to encourage engagement from even the reluctant readers at the beginning of Year 6.</p>
Aut 2	<p>Read Write Inc Comprehension</p>	<p>Count Melvin Burgess A story of a young boy who likes to brag about everything and made far-out claims about his life – it is fun and contemporary story about rise and fall of celebrity, and ultimately staying true to yourself.</p>	<p>Lion, Witch and the Wardrobe <i>CS Lewis</i> This is a fantastic book for developing imagination and inspiring creative writing and is one of the greatest classics of all time. It discusses the themes of good vs. evil, betrayal,</p>	<p>Beowulf <i>Michael Morpurgo</i> Beowulf helps teach students about Old English and the development of the English language; it teaches about heroes and asks questions about good and evil; it develops understanding of Anglo-Saxon culture; it</p>	<p>Wonder <i>RJ Palacio</i> This compelling text provides anti-bullying links – it helps develop compassions, empathy and acceptance of others. It is a beautiful story of kindness and how it isn't always easy to step outside of our comfort zones, but it is so worth it.</p> <p>The text looks at viewpoints and perspectives of all the main characters, helping the children to develop</p>

			forgiveness and courage.	illustrates important morals of its time: bravery, honour, and loyalty.	empathy and understanding of a variety of points of view – a skill required to develop leadership skills and diplomacy.
Spring 1	Read Write Inc Comprehension	<p>Charlotte’s Web <i>E.B White</i></p> <p>This classic novel teaches friendship throughout seen through Wilbur's relationships with others. Through the characters' relationships, you learn that friendships can happen unexpectedly. Additionally, the events of the story help prove that friends are dependable and will be there no matter what. The novel also provides a gentle introduction to questions of mortality and morality, touching on some hard-hitting themes.</p>	<p>Kensuke’s Kingdom <i>Michael Murpurgo</i></p> <p>This best seller teaches the importance of friendship, loss and trust. It inspires and excites through exploration and adventure. It sets the foundation for understanding of the causes and consequences of WW2 which is examined in depth in Y6. It provides numerous opportunities for extended writing opportunities and the initial development of PEE questioning.</p>	<p>The Midnight Fox <i>Betsy Byars</i></p> <p>The Midnight Fox is particularly strong in the area of plot, issues, character development and descriptive language. It therefore supports children n empathising with characters and inferring feelings, thoughts and motivation over the course of the narrative; it teaches what it means to be human and relationships between humans and wildlife.</p>	<p>Goodnight Mr Tom <i>Michelle Magorian</i></p> <p>This classic allows children to compare and contrast 2 distinctly different places. The novel teaches the reader that an act of kindness can change someone's life or make one's day. The book provides links to Wars Through Time Topic and generates a significant increase in the understanding of the causes and consequences of WW2. The text allows children to empathise with children from a different time/background and allows discussions of morality covering many hard-hitting themes, and allowing children to feel more comfortable to have discussion about the issues covered. The novel allows opportunity to teach children the disastrous consequences of intolerance. Writing opportunities include: persuasive letters to the authorities as Tom attempts to legally return William to his care; contrasting character descriptions, analysing shades of meanings of the antonyms/synonyms of evil and kind.</p>
Spring 2	<p>Fantastic Mr Fox <i>Roald Dahl</i></p> <p>This classic looks at the complications and relationships of family.</p>	<p>Firework Maker’s Daughter <i>Philip Pulman</i></p> <p>This text provides lots of opportunities for discussion around</p>	<p>The Miraculous Journey of Edward Tulane</p> <p>This hard-hitting book teaches so many powerful themes</p>	<p>Pax <i>Sara Pennypacker</i></p> <p>Pax gives children the opportunity to explore</p>	<p>The Boy in the Striped Pyjamas <i>John Boyne</i></p> <p>This hard-hitting masterpiece links again to Wars Through Time Topic and it generates a</p>

	<p>It is written in the third person assessing the perspectives of all the main characters. It allows the teacher to get the children to assess morality: the text covers questions of moral intuitions as Mr. Fox must steal to provide food for his family.</p> <p>Questions for philosophical discussion could include:</p> <p>Were you taught that it is always wrong to steal? What are the reasons for thinking that it is always wrong to steal?</p> <p>Is it wrong for Mr. Fox to steal? Why or why not?</p> <p>Does the fact that he steals food so that his children will not starve somehow make it better or “less wrong?” Why or why not?</p> <p>Do you think that there was a better way for Mr. Fox to feed his family, one that didn’t involve stealing? If so, should Mr. Fox have done that instead? Is it right for all the animals to eat the food that was stolen from the three farmers?</p> <p>Was the feast a good thing? Why do you think so? Why might it not be a good thing? Did the farmers owe the animals the food for destroying their homes? Why or why not?</p>	<p>the themes of friendship, family, courage and perseverance – a story that is set in an unknown culture of absorbing the sights, smells – the story broadens children’s understanding of the world, people and places in an exciting, engaging, humorous way.</p>	<p>including: empathy, resilience, love, kindness and compassion, loss and death, magic, journeys, self-discovery and different types of people; interesting characters include: a homeless person, a sickly child, an abusive father, and a seemingly callous grandmother. The main theme can be summarised by a quote from the book: "If you have no intention of loving or being loved, then the whole journey is pointless."</p>	<p>friendship, loyalty, determination, and the choices we all make to nurture the relationships that matter to us.</p>	<p>significant increase in the understanding of the causes and consequences of WW2. It allows children to empathise with children from a different time/background/culture and allows discussions of morality covering many hard-hitting themes and allowing children to feel more comfortable to have discussion about these scenarios. The novel teaches children the disastrous consequences of intolerance and sensitively dissects the realities of the holocaust as it is written from the naïve perspective of a child. Writing opportunities include developing PEE analysis, allowing children to access and practice answering deeper more extended comprehension questions, using relevant quotes and evidence to justify opinions, ensuring excellent SATs preparation.</p>
<p>Sum 1</p>	<p>Mr Stink <i>David Walliams</i></p>	<p>The Butterfly Lion <i>Michael Morpurgo</i> With this text, children are able to</p>	<p>Harry Potter and The Philosopher’s Stone</p>	<p>Holes <i>Louis Sachar</i> This best seller emphasises the</p>	<p>A Boy in a Girls’ Bathroom <i>Louis Sachar</i> It explores issues around friendships, bullying,</p>

<p>The book cleverly reinforces moral messages about tolerance, respect and not judging on outward appearance – this providing links to anti-bullying and celebrating differences. Humour within the book is appealing and engaging to reluctant readers who will fully engage in the text delivered by expert reading.</p>	<p>identify with the themes of friendship, loyalty and overcoming the odds; this truly heart-warming tale of friendship, loyalty, overcoming adversities and perseverance explores loneliness and finding companionship - it gives children insight into relationships between children and animals and love and war.</p>	<p><i>J.K Rowling</i> The writing is filled with rich word choice that will improve children’s vocabulary. The fantastical, magical world of coming-of-age, adventure, and suspense ignites and improves a child’s imagination and ability to write creatively. Harry Potter teaches essential life lessons – Friends stick together no matter what. – We must think of others; be kind and accepting of those who are different. – People aren’t all bad or all good but a mixture of both. Just like in our own lives. – Bravery means standing up for what’s right and acting on it — even when it’s hard. – Intelligence, loyalty, and courage are important. - The strong female characters are fantastic role models for girls</p>	<p>importance of friendship; it contains characters that children can empathise with Stanley has been an underdog almost all his life, bullied and taunted by kids at school. Yet, he retains a keen sense of humour and generosity, that’s not just endearing but also serves as a powerful reminder that to be kind is a choice that we all have, our circumstances notwithstanding ; it develops tolerance – to never be dismissive or write off someone without knowing them. Some of the most enduring relationships are forged during the unlikeliest of moments and between the unlikeliest of individuals.</p>	<p>tolerance, confidence and change while remaining funny and entertaining. It looks at the importance of always having the ability to change your mind-set. Writing opportunities include diary entries and school reports, giving opportunity for formal and informal writing.</p>
<p>Sum 2</p>	<p>The children will be exposed to texts and extracts linked to our Ignite Project.</p>			

Why Reading Plus IN UKS2?

It has **impact** – children’s **vocabulary development, reading stamina and comprehension** are greatly enhanced through effective use of the programme. This impact is instantly recordable online and easily accessible to analyse. **Monitoring of progress** is invaluable and allows **instant feedback** to children who may not always be fully focussed in sessions.

After a **thorough initial diagnostic assessment**, Reading Plus creates a **personalised programme** for learners, where progress is constantly tracked. Reading Plus focuses on the specific skills that pupils need to develop in order to reach age-related expected standards. Pupils’ aspirations are set high, and they receive **regular extrinsic rewards** to encourage, motivate and **recognise achievement**.

Reading Plus **tracks pupil progress** and adapts the scheme of work accordingly to **support an individual’s learning needs**. Teachers have the opportunity to assess the pupils up to three times in a school year in Reading Plus - as well as evidencing impact, teachers can use this data to respond to specific needs with focused lesson plans and tuition.

Through the **wide range of texts** available in the Reading Plus programme, pupils are frequently made aware of **connectedness within the curriculum** and the relevance of reading across subject areas.

Reading Plus gives pupils an opportunity to practise a range of skills and revisit learnt knowledge via a **personalised programme**. Children are focused and have a clear understanding of what is expected to progress through to the expected level as well as having any specific needs identified.

Reading Plus significantly **increases children’s reading rate, improves their ability to comprehend and trains them to concentrate for longer periods; it develops their love of reading, as the texts are personalised** and children have a **large degree of choice** with the texts that they access. **Children’s confidence also thrives after a short introduction to the scheme, which has the positive effect of encouraging further reading for pleasure.**

A final advantage of the programme is that Reading Plus can be **accessed at home** and children’s general **trackable exposure to reading is significantly enhanced both at home and in school.**

READING PROVISION FOR THE LOWER ATTAINERS (20%)

In Reception and KS1, we have planned in the following to help reading recovery in bottom 20%

In Reception, we have implemented the following:

- 1 to 1 reading
- Access to Fast Phonics (Reading Eggs)
- 1:1 phonics tuition
- Daily HFW recall
- Access to Virtual Classroom videos



In Year 1, we have implemented the following:

- 1 to 1 reading
- 1:1 phonics tuition
- Access to Fast Phonics (Reading Eggs)
- Access to Virtual Classroom videos



In Year 2, we have implemented the following:

- 1:1 reading
- 1:1 phonics tuition
- Access to Fast Phonics (Reading Eggs)
- Access to Virtual Classroom videos



In KS2, we have planned in the following to help reading recovery in bottom 20%

In Year 3, we have implemented the following:



- Reading Plus accelerated programme
- Homework expectation on Reading Plus that is monitored
- Additional 1:1 reading with TA or teacher
- Phonics support sessions when applicable
- Scaffolding and support during WCSR
- Access to Fast Phonics (Reading Eggs)



In Year 4, we have implemented the following:

- Phonics support sessions when applicable
- Reading Plus accelerated programme
- Homework expectation on Reading Plus that is monitored
- Small group reading comprehension skills and inference skills intervention
- 1:1 reading
- Scaffolding and support during WCSR
- Phonics support sessions when applicable

In Year 5, we have implemented the following:

- Homework expectation on Reading Plus that is monitored
- Extra 1:1 reading sessions
- Reading Plus accelerated programme
- Phonics support sessions when applicable



Phonics Virtual Classroom

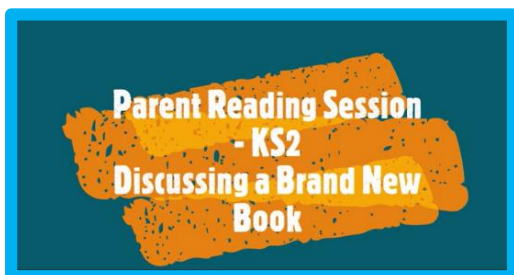
Children can watch these films in school and at home to practise reading and spelling sounds and words.

In Year 6, we have implemented the following:

- Reading comprehension in tuition sessions
- Reading Plus accelerated programme
- Homework expectation on Reading Plus that is monitored

Supporting Parents – Online Video Support

We have recently uploaded a series of videos on our website to support parents in helping their children with their reading at home. To accompany these, children have bookmarks in their reading book bags with key questions that parents could ask their children when they are reading at home.



<https://www.brucheprimary.co.uk/website/how-to-parent-video/s/319313>

Supporting Parents – Reading Bookmarks with Key Questions

Questions to ask your child when reading:

Before reading the book:

- Look at the cover together. What might happen in the story? What do you think this story will be about?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb). What does the blurb tell us? What will the story be about?

During reading the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next? Why do you think this?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.



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KS1 - Reading Guide for Parents


Questions to ask your child when reading:

Before reading the book:

- Look at the cover together. What might happen in the story? What do you think this story will be about?
- What genre will this story be? e.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb). What does the blurb tell us? What will the story be about?

During reading the book:

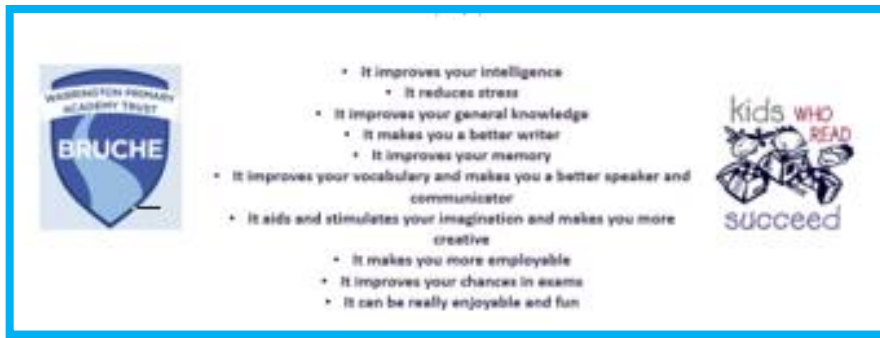
- What has happened so far? Is it what you expected to happen?
- What might happen next? Why do you think this?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.



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KS2 - Reading Guide for Parents

Why Read Bookmarks?



Podcast Reading

During Year 6, all children will have an opportunity to perform and read highly technical vocabulary by reading and recording our School Newsletter; this is then turned into a weekly podcast that is available through our school website: the school has recently been recognised as producing the 13th best school podcast in the World!

At Bruche, we celebrate and promote reading further by:

- Reader of the Year/Reader of the Term/Reader of the Week awards.
- Persuasive letters to parent's competition.
- Reading Donation Station
- Reading Book Bags (Portable Reading Libraries) to contain:



In EYFS and KS1 -

1. Teacher selected Must Read – phonetically decodable – success guaranteed/matched to the sounds covered in lessons, progressing to comprehension-based must reads in KS2
2. Love of Reading Fiction – for parents to read to and share with children; children to select with teacher guidance
3. Love of Reading Non-fiction – for parents to read to and share with children; children to select with teacher guidance

In KS2 –

1. Teacher selected MUST READS (highly recommended and popular current best sellers)
2. Love of Reading Fiction
3. Love of Reading Non-fiction

The children will all also have the following in their book bags:

4. A pupil planner
5. A 'Parents Reading Guide' bookmark (which will help you to support your child with their independent reading at home)
6. A 'Why We Should Read' bookmark

The Reading Peace Garden

Our Reading Peace Garden is now fully available again in school; this fantastic resource helps promote our children's love of reading. The furniture and the make-over for the garden was funded by the money raised during the 2020 World Book Day Readathon – this is a wonderful example of children, parents and teachers working together to raise money for initiatives to promote reading and increase future opportunities for all of our children: kids who read succeed!



“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go.”
-Dr. Seuss



Investment in 'Must Read Books'

We have heavily invested in 30 Must Read Books for each class from Year 1 to Year 6; in KS2, these books have been divided into ARE (Challenge) books and GD (Super Challenge) books and are highly recommended, often complementing specific year group topics; the expectation will be that children will read at least 15 of these teacher directed books at home over the course of a school year. Children who are below ARE will have access to our supplementary books that will complement their particular reading level.

YEAR 1 MUST READS



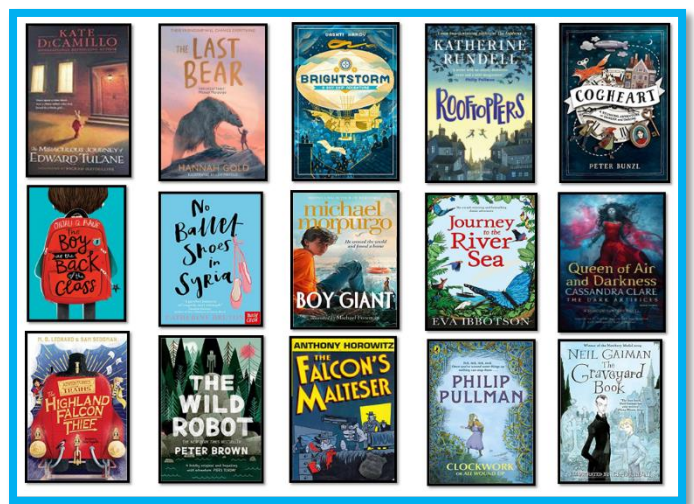
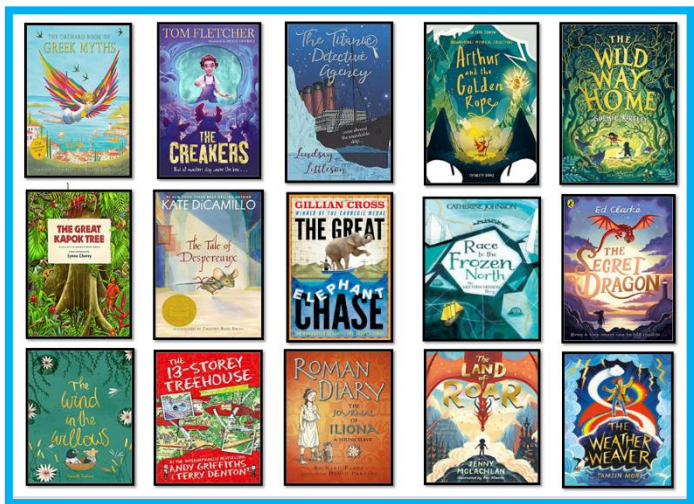
YEAR 2 MUST READS



YEAR 3 MUST READS



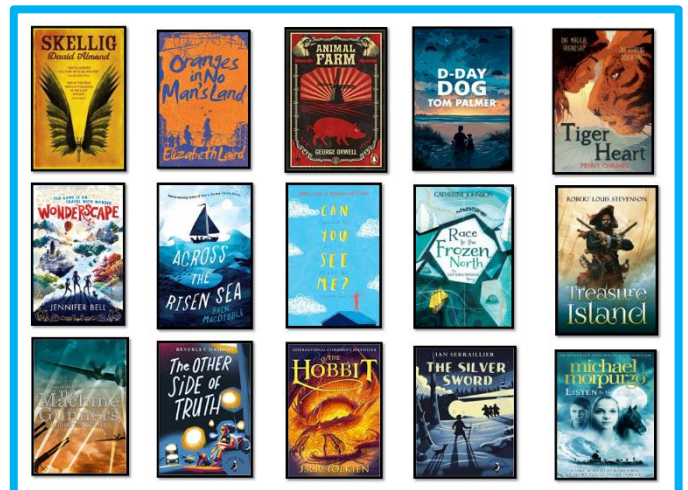
YEAR 4 MUST READS



YEAR 5 MUST READS



YEAR 6 MUST READS



Love of Reading – teachers and children

At Bruche, we understand the importance of developing a love of reading: developing a programme for reading aloud to children and encouraging a love of reading is imperative and is why wherever possible we have a story time at the end of each day throughout the school. Teachers also share their own love of reading on our website: <https://www.bruchepriamry.co.uk/website/curriculum/45104>

Story Time and our Wide Selection of Diverse, Inclusive and Ethnic Minority Texts

Teachers read books to children with a clear rationale and purpose.

Story time delivered by an expert reader is a critical literacy intervention for early learners for a variety of reasons. In addition to introducing learn new words, sentence structures and modes of communication, story time helps students engage with new perspectives. Reading and storytelling with children promotes brain development and imagination, develops language and emotions, and strengthens relationships. Our teachers understand that reading helps children to:

Boosts their listening skills

Fosters their imagination

Enhances their communication skills

Help sharpen memory

Makes learning easier

Improves social skills.

Increases their cultural understanding



In order to further develop our children's empathy, tolerance and respect for difference, each classroom has a selection of diverse, inclusive and ethnic minority texts – these are often selected by teachers to use in their story time sessions at the end of the school day.

At Bruche, we understand that diverse books can serve both as mirrors and windows of different human emotions and experiences; they offer a powerful opportunity to build community, increase students' empathy, and push back against bias and prejudice.

The progressive list of inclusive, diverse and ethnic minority texts is found on the next page and the books can be accessed by the children in each reading area in every classroom across school.



In each classroom, we have a rich variety of story books selected for Story Time at the end of each day. This sequential spine has been put together in collaboration with School Improvement Liverpool and includes a variety of texts as shown below:



- Archaic language
 - Non-linear
- Misleading/Complex Narration
 - Symbolic
 - Resistant
- Emotionally Engaging
 - Diverse
 - Poetry/Rhyme
 - Non-fiction



OUR BRUCHE STORY TIME SPINE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Archaic language	The Ugly Duckling Hans Christian Anderson	The Little Prince Antione de Saint-Exupery	How the Camel Got His Hump? Rudyard Kipling	Velveteen Rabbit Margery Williams	Tom's Midnight Garden Phillipa Pearce	A Christmas Carol Charles Dickens
	Goodnight Moon Margaret Wise Brown	The Magic Faraway Tree Enid Blyton	The Selfish Giant Oscar Wilde	Little Match Girl Hans Christian Anderson	The Story of Ferdinand Munro Leaf	The Highway Man Alfred Noyles
Non-Linear	The Trouble with Trolls Jan Brett	Voices in the Park Anthony Browne	Black and White David Macaulay	Captain Crow's Teeth Eoin Culfer	Inside the Villains Clotilde Perrin	Can You See Me? Libby Scott
	Nibbles the Book Monster Emma Yarlett	Don't look Inside This Book Samuel Langley-Swain	Fortunately the Milk Neil Gaiman	Farm Boy by Michael Morpurgo	Cosmic Frank Cottrell Boyce	War Horse Michael Morpurgo

Misleading/Complex Narrator	Open Very Carefully: A Book With Bite Nick Bromley	And the Dish Ran Away With the Spoon Janet Stevens	The House of Madame M Clotilde Perrin	Max and the Millions Ross Montgomery	Rose Blanche Roberto Innocenti	The Giant's Necklace Michael Morpurgo
	This is Not my Hat Jon Klassen	A Beginner's Guide to Bear spotting Michelle Robinson	Dr Mrs LaRue-Letters from Obedience School Mark Teague	Hero Florence Parry Heide	Varmints: Part One Helen Ward	Wonder RJ Palacio
Symbolic	Where the Wild Things Are Maurice Sendak	Grandad's Island Benjii Davies	The Red Tree Shaun Tan	The Tunnel Anthony Browne	The House Held up by Trees Ted Kooser	The Lost thing Shaun Tan
	The Tiger Who Came to Tea Judith Kerr	The Heart and the Bottle Oliver Jeffers	Paddington: The Original Story of the Bear from Darkest Peru Michael Bond	The Iron Man Ted Hughes	Farther Graeme Baker Smith	The Boy in the Striped Pyjamas John Boyne

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Resistant</i>	Not Now Bernard David McKee	Tadpole's Promise Jeanne Willis	Du Iz Tak? Carson Ellis	Changes Anthony Browne	Eric Shaun Tan	The Island Armin Greder
	The Colour Monster Anna Llenas	The Red Tree Shaun Tan	Topsy Turvey World William Brightly Rands	Something Told the Wild Geese Rachel Field	The Boy, the Mole, the Fox and the Horse Charlie Mackesy	I Go Quiet David Ouimet
<i>Emotional Engagement</i>	The Runaway Pea Kjartan Poskitt	That Pesky Rat Lauren Child	Sweep Louise Greig	The Silence Seeker Ben Morley	King of the Sky Nicola Davies	The Girl of Ink and Stars Kiran Millward Hargrave
	The Bog Baby Jeanne Willis	Stuck Oliver Jeffers	A Shelter for Sadness Anne Booth	The Matchbox Diary Paul Fleischman	The Day the War Came Nicola Davies	The Last Bear Hannah Gold

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Diverse</i>	Me and My Sister Rose Robbins	Milo Imagines the World Matt de la Pena	I Talk Like a River Jordan Scott	Planet Omar Zanib Mian	You Must be Layla Yassmin Abdel Magied	Can You See Me? Rebecca Westcott
	We're All Wonders RJ Palacio	Lizzie and Lucky: The Mystery of the Missing Puppies Megan Rix	I Am Not A Label Cerrie Burnell	The Dog that Saved Christmas Nicola Davies	High Rise Mystery Sharna Jackson	Race to the Frozen North – The Matthew Henson Story Catherine Johnson
						A Dangerous Game Malorie Blackman



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
POETRY/RHYME					
Misty Shirley Hughes 'Twas the Night Before Christmas Clement Clarke-Moore Ssh! Roger Stevens Kookaburra Song Australia - YouTube The magic porridge pot - BBC Teach	The Sound Collector Roger McGough Chocolate Cake Michael Rosen Where Teachers Keep Their Pets Paul Cookson The Marrog RC Scriven An Emotional Menagerie Alain De Botton	Walking with My Iguana Brian Moses What a Poem is Not John Hegley Life Doesn't Frighten Me Maya Angelou The Owl and the Pussycat Edward Lear Turn the Radio Up Joseph Coelho	People Wil Always Need People Benjamin Zephaniah The Reader of This Poem Roger McGough Beautifully Different, Wonderfully the Same Joseph Coelho Pleasant Sounds John Clare What are Heavy? Christina Rossetti	From A Railway Carriage Robert Louis Stephenson Night Mail WH Auden The Dragon Who Ate Our School Nick Toczek The Tyger William Blake Clever Trevor Benjamin Zephaniah	Pencil Me In Benjamin Zephaniah Keeping Wicket Valerie Bloom The Misinformation Age Karl Nova In Flanders Fields John McCrae The Fish Elizabeth Bishop Whose Dem Boots? Valerie Bloom

NON-FICTION					
Little People, Big Dreams Maria Isabel Sanchez-Vegara One Day on Our Blue Planet Ella Bailey	We Travel So Far Laura Knowles A Street Through Time Steve Noon	The Street Beneath My Feet Charlotte Guillain 100 Things to Know About Science Usborne	Poo Nicola Davies Horrible Histories Terry Deary	The Blue Plant II David Attenborough Fantastic People Who Dared to Fail Luke Reynolds	Black and British: An Illustrated History David Olusoga HerStory Katherine Halligan



CELEBRATING READING ALL DAY EVERY DAY – OUR READING CELEBRATION BOARD



CELEBRATING DIVERSITY IN EVERY CLASSROOM – BRUCHE DIVERSITY SPINE

PROGRESSIVE SCHOOL LIST OF INCLUSIVE, DIVERSE AND ETHNIC MINORITY TITLES

EYFS

Freddie and the Fairy – Julia Donaldson
 The Patch – Justina Cheng
 Specs for Rex – Yasmeen Ismail
 The Cookie – Kath Grimshaw
 Through the Eyes of Me – Jon Roberts
 Big Dreams – Frida Kahlo
 A Friend for Henry – Jenn Bailey
 My Big Fantastic Family – Adam and Charlotte Guillain
 Isaac and his Amazing Asperger Superpowers – Melanie Walsh
 Talking Is Not My Thing – Rose Robbins
 Astro Girl – Ken Wilson – Max
 Lula’s First Day – Anna McQuinn
 Love Makes Family – Sophie Beer
 Baby young Gifted and Black With a Mirror – Jamia Wilson
 Dream Big Little Leader – Vashti Harrison
 Hats of Faith – Medeia Cohen
 Susan Laughs – Jeanne Willis
 The Pirates Mums – Jodie Lancet-Grant
 The Blanket Bears – Samuel Langley-Swain
 The Lost Homework – Richard O’Neill
 One Hundred Steps – Adam Larkum
 The Jasmine Sneeze – Nadine Kaadan
 Shu Lin’s Grandpa – Matt Goodfellow
 What Happened To You – James Catchpole
 Maisie’s Scrapbook – Samuel Narh
 So Much – Trish Cooke
 Amazing – Steve Antony
 The Itchy-saurus – Rosie Wellesley
 Golden Domes and Silver Lanterns – Hena Khan
 Max the Champion – Sean Stockdale
 The Perfect Shelter – Clare Welsh
 One in 1000 – Sonia Alcon
 We’re All Wonders – R J Palacio
 My Daddies – Gareth Peter
 Can Bears Ski? – Raymond Antrobus
 It’s A No Money Day – Kate Milner
 Loud – Rose Robbins
 Two Homes – Claire Masurel
 Pablo’s Feelings – Sumita Majumdar
 Nimesh the Adventurer – Ranjit Singh

KS1

Amazing – Steve Anthony
 Can Bears Ski? - Raymond Antrobus
 Gregory Cool – Caroline Binch
 Pablo and the Noisy Party – Andrew Brenner
 Look Up – Nathan Byron
 Harper and the Scarlett Umbrella – Cerrie Burnell
 Splash – Claire Cashmore
 What Happened to You? James Catchpole
 Hair Love – Matthew Cherry
 My Beautiful Voice – Joseph Coelho
 Bear Shaped – Dawn Coulter-Crutenden
 Lailah’s lunchbox – Faruqi Reem
 Heroes Who Help Us From Around the World – Liz Gogerly
 The Cookie – Kath Grimshaw
 Kasia’s Surprise – Stella Gurney
 We Are Family – Patricia Hegarty
 My Skin Your Skin – Laura Henry-Allain
 The Pirate Mums – Jodie Lancet-Grant
 The Blanket Bears – Samuel Langley-Swain
 Leo and the Octopus – Isabelle Marinov
 I am Helen Keller – Brad Meltzer
 Aziza’s Secret Fairy Door – Lola Morayo
 The Proudest Blue – Ibtihaj Mohammed
 Polonius the Pit Pony – Richard O’Neil
 Yokki and the Parno Gry – Richard O’Neil
 We’re All Wonders – R J Palacio
 Milo Imagines the World – Matt Dela Pena
 A Forever Star – Gareth Peter
 My Daddies! – Gareth Peter
 Amara and the Bats – Emma Reynolds
 The Mystery of the Missing Puppies – Meghan Rix
 Me and My Sister – Rose Robins
 An Alien in the Jam Factory – Chrissy Sains
 Billy and the Beast – Nadia Shireen
 Nimesh the Adventurer – Ranjit Singh
 Max the Champion – Sean Stockdale
 Stevie Wonder – Maria Isabelle Sanchez Vegara
 The Perfect Shelter – Claire Helen-Welsh
 In My Mosque – M O Yuksel
 Amy Wu and the Perfect Bao – Kat Zhang

Year 3

Mum's Jumper – Jayde Perkin
 The Perfect Shelter – Clare Helen Welsh
 Gregory Cool – Caroline Binch
 Ian's Walk – A story about Autism – Laurie Lears
 Usbourne All About Diversity
 Emmanuel's Dream – Laurie Ann Thompson
 The Lost Homework – Richard O'Neill
 Sona Sharma Very Best Big Sister – Chitra Sounder
 The Suitcase Kid – Jacqueline Wilson
 Cally and Jimmy Twins in Trouble – Zoe Antoniadis
 Harper and the Scarlet Umbrella – Cerrie Burnell
 The No 1 Car Spotter – Atinuke
 Mark Spark in the Dark – Jacqueline Wilson
 Lizze Zipmouth – Jacqueline Wilson
 Ellie and the Cat – Malorie Blackman
 Tiger Warrior Attack of the Dragon King – M. Chan
 Grandpa Bert and the Ghost Snatchers – Malorie Blackman
 Lizzie & Lucky The Mystery of the Missing Puppies – Megan Rix
 Noah Scape Can't Stop Repeating Himself – Guy Bass
 An Alien in the jam factory – Chrissie Sains
 Sam Wu is not afraid of Ghosts – Katie and Kevin Tsang
 Harriet Versus the Galaxy – Samantha Baines

Year 4

Planet Omar – Zanib Mian
 The Christmasaurus – Tom Fletcher
 Cookie – Konnie Hug
 The Accidental Diary of B.U.G – Jen Carney
 Runaway Robot – Frank Cottrell-Boyce
 A Dinosaur Ate My Sister – Pooja Puri
 Me and Mister P, Ruby's Star – Maria Farrer
 Gracie Fairshaw and the Mysterious Guest – Susan Brownrigg
 Cyborg Cat, Rise of the Parsons Road Gang – Ade Adepitan
 Double Felix – Sally Harris
 The Dog that Saved Christmas – Nicola Davies
 Anisha Accidental Detective – Serena Patel
 Everdark – Abi Elphinstone
 Football Academy, Reading the Game – Tom Palmer
 Max and the Millions – Ross Montgomery
 House of Robots – James Patterson
 Girl Power, Indian Women who took on the World – Neha J Hiranandani
 Young, gifted and Black – Jamia Wilson
 Frida Kahlo and her Animalitos – Monica Brown
 I feel like a River – Jordan Scott
 Perfect – Nicola Davies
 The Proudest Blue –Ibtihaj Muhammed

Year 5

The Perfect Parent Project – Stewart Foster
 Just Like Me – Louise Gooding
 Runaway Robot – Steven Lenton
 The Incredible Record Smashers – Jenny Pearson
 The Bubble Boy – Stewart Foster
 Running on Empty – S E Durrant
 Stunt Boy – In the Meantime – Jason Reynolds
 The Boy Who Made Everyone Laugh – Helen Rutter
 Harriet V the Galaxy – Samantha Baines
 The Secrets of Sam and Sam – Susie Day
 A Kind of Spark – Ellie McNicoll
 Planet Omar – Accidental Trouble Magnet – Zanib Mian
 Kiki Kallira Breaks a Kingdom – Sangu Mandanna
 A Dangerous Game – Malorie Blackman
 Just Call Me Spaghetti- Hoop Boy – Lara Williamson
 How to Save the World with A Chicken and an Egg – Emma Shevah
 Mayhem Mission – Burhana Islam
 Can You See Me? Libby Scott and Rebecca Westcott
 The Boy with The Butterfly Mind – Victoria Williamson
 El Deafo – Cece Bell
 Agent Zaiba Investigates the Missing Diamonds – Annabelle Sami
 Dragon Mountain – Katie and Kevin Tsang
 The London Eye Mystery – Siobhan Dowd

Year 6

Front Desk – Kelly Yang
 A Different Sort of Normal – Abigail Balfe
 All The Things That Could Go Wrong – Stewart Foster
 Wonder – R J Palacio
 Check Mates – Stewart Foster
 Maddy Yip's Guide To Life - Sue Cheung
 Patina – Jason Reynolds
 Not If I Can Help It – Caroline Mackler
 Young, Gifted and Black – Jamia Wilson
 Just Like Me – Louise Gooding
 Jaz Santos VS The World – Jaqueline Wilson
 The Guggenheim Mystery – Robin Stevens
 A Storm of Strawberries – Jo Cotterill
 Amari and the Night Brothers – B B Alston
 Ella on the Outside – Cath Howe
 Show Us Who You Are – Ellie McNicoll
 The Tigers in the Tower – Julia Golding
 The Extraordinary Colours of Auden Dare – Zillah Bethell
 What Lexie Did – Emma Shevah
 The War That Saved My Life – Kimberley Brubaker Bradley
 My Perfect Imperfect Stories - Leo Potion
 Pig Heart Boy – Malorie Blackman

CELEBRATING DIVERSITY – READING WITH PRIDE SELECTION



BOOK DONATION STATIONS – HELPING US TO PROVIDE A WIDE RANGE OF QUALITY TEXTS



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DONATE**



AUTHORS OF THE TERM



NEW INITIATIVES TO DEVELOP A LOVE OF READING FOR 24/25

OUR STORY TIME SPINE AND VOTING SYSTEMS

FIRST CHAPTER FRIDAYS - BOOK WAITING LISTS

UPDATES TO OUR WHOLE CLASS SHARED READING STRUCTURE TO DEVELOP PROSODY

LGBTQ READING STATION - PRIDE DISPLAY BOARD

TEXTS FROM AROUND THE WORLD DISPLAY BOARD

WEEKLY BOOK RECOMMENDATIONS ON OUR NEWSLETTER

OUR WHOLE SCHOOL PROGRESSIVE POERTY SPINE

POEM OF THE WEEK IN ASSEMBLY

PERFORMANCE POETRY IN ASSEMBLY

AUTHORS OF THE TERM

POETRY BOOK SECTION

RELAUNCH OF BOOK DONATION STATIONS