

THE READING JOURNEY OF BRUCHE PRIMARY SCHOOL

Revised- September 2023

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

**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 are 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	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</u> books and introduced to purple. <u>Recap all set 2 sounds</u>

	All set one sounds including special friends (combinations of 2 or 3 letters representing one sound)		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 each day for 30 minutes and will carry out whole class sessions of Reading Plus each week

Year 5 will complete WCSR 5 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 Bruche, 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	Read Write Inc Blue/Grey Levels	Diary Of A Killer Cat <i>Anne Fine</i> Dissecting this text, children are able to understand perspectives and can empathise with the main	Bad Dad <i>David Walliams</i> This text highlights the importance of unconditional love within a family and about what	The Legend of Podkin One Ear <i>Kieran Larwood</i> Paz as a strong female character offers opportunities to discuss gender issues, attitudes	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.

		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	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.	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.	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.
Aut 2	Read Write Inc Comprehension	Gangsta Granny <i>David Walliams</i> Humour within the book is appealing and engaging to reluctant readers. It teaches children respect and tolerance and to ‘not judge a book by its cover’ It shows young people that we have so much to learn from experienced and elderly people.	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, forgiveness and courage.	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 illustrates important morals of its time: bravery, honour, and loyalty.	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. The text looks at viewpoints and perspectives of all the main characters, helping the children to develop empathy and understanding of a variety of points of view – a skill required to develop leadership skills and diplomacy.
Spr 1	Read Write Inc Comprehension	Charlotte’s Web <i>E.B White</i> 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	Kensuke’s Kingdom <i>Michael Morpurgo</i> This best seller teaches the importance of friendship, loss and trust. It inspires and excites through exploration and adventure. It sets the foundation for	The Midnight Fox <i>Betsy Byars</i> The Midnight Fox is particularly strong in the area of plot, issues, character development and descriptive language. It therefore supports	Goodnight Mr Tom <i>Michelle Magorian</i> 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

		<p>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>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>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>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>
Spr 2	<p>Fantastic Mr Fox <i>Roald Dahl</i></p> <p>This classic looks at the complications and relationships of family. 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. Questions for philosophical discussion could include: 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>Firework Maker's Daughter <i>Philip Pulman</i></p> <p>This text provides lots of opportunities for discussion around 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>The Miraculous Journey of Edward Tulane</p> <p>This hard-hitting book teaches so many powerful themes 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</p>	<p>Pax <i>Sara Pennypacker</i></p> <p>Pax gives children the opportunity to explore friendship, loyalty, determination, and the choices we all make to nurture the relationships that matter to us.</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 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</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>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>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>
Sum 1	<p>Mr Stink <i>David Walliams</i></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>The Butterfly Lion <i>Michael Morpurgo</i></p> <p>With this text, children are able to 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>Harry Potter and The Philosopher’s Stone <i>J.K Rowling</i></p> <p>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</p>	<p>Holes <i>Louis Sachar</i></p> <p>This best seller emphasises the 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</p>	<p>A Boy in a Girls’ Bathroom <i>Louis Sachar</i></p> <p>It explores issues around friendships, bullying, 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 for writing opportunities include diary entries and school reports, giving opportunity for formal and informal writing.</p>

			<ul style="list-style-type: none"> – 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 	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.	
Sum 2	The children will be exposed to texts and extracts linked to our Ignite Project.				

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 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 daily 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 daily 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 daily 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:

- 2 hours of Reading Plus in school per week as well as 2 lessons set for homework
- Additional daily 1:1 reading with TA or teacher
- Phonics support sessions when applicable
- Scaffolding and support during WCSR
- Access to Fast Phonics (Reading Eggs)
- Access to Virtual Classroom videos where applicable



- **In Year 4, we have implemented the following:**

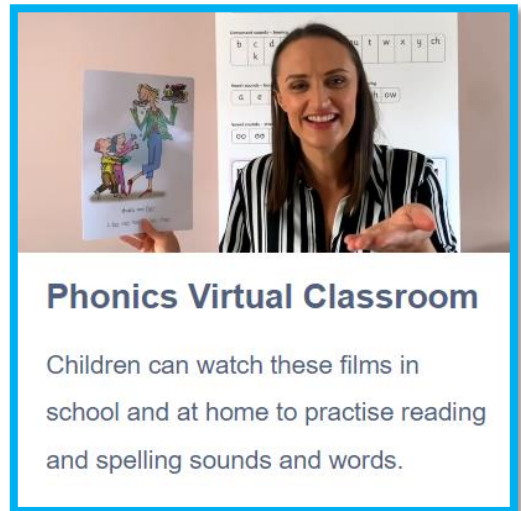
- Phonics support sessions when applicable
- 2 hours of Reading Plus in school per week as well as 2 lessons set for homework
- Small group reading comprehension skills and inference skills intervention
- Daily 1:1 reading with TA or teacher
- Scaffolding and support during WCSR
- Access to Fast Phonics (Reading Eggs)

In Year 5, we have implemented the following:

- Year round tuition for comprehension
- Homework expectation on Reading Plus that is monitored
- Differentiated homework where practical
- Extra 1:1 reading sessions
- Group inference intervention sessions

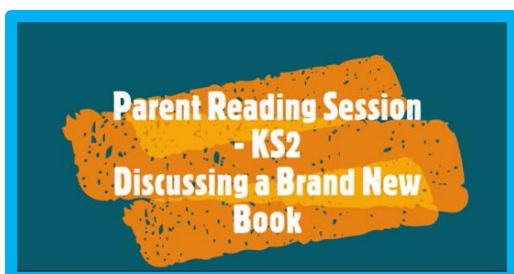
In Year 6, we have implemented the following:

- Extra focus on Reading comprehension in tuition sessions
- Children to complete an extra Reading Plus session per week on top of what the other children are expected to do
- Extra homework expectation on Reading Plus completion 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_videos/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.



Questions to ask your child when reading:

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?
- Were there words that you didn't understand?



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.



KS2 - Reading Guide for Parents

Questions to ask your child when reading:

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?
- Were there words that you didn't understand?
- Summarise the plot in no more than 5 sentences.



KS2 - Reading Guide for Parents

Why Read Bookmarks?



- It improves your intelligence
 - It reduces stress
- It improves your general knowledge
 - It makes you a better writer
 - It improves your memory
- It improves your vocabulary and makes you a better speaker and communicator
- It aids and stimulates your imagination and makes you more creative
 - It makes you more employable
 - It improves your chances in exams
 - It can be really enjoyable and fun



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.

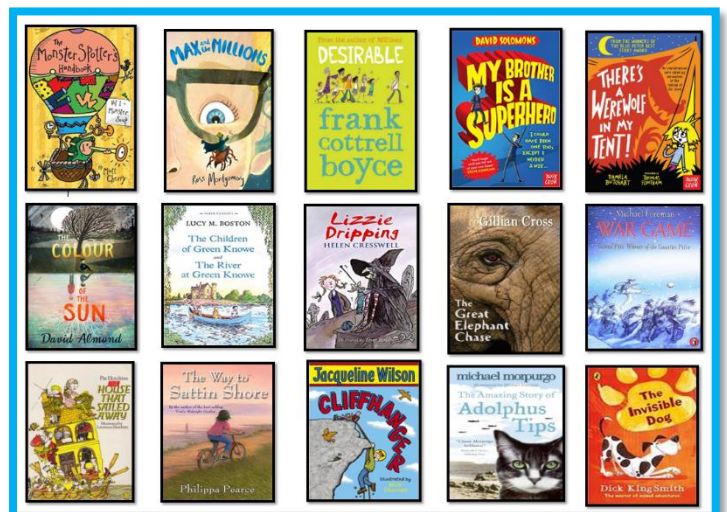
YEAR 1 MUST READS



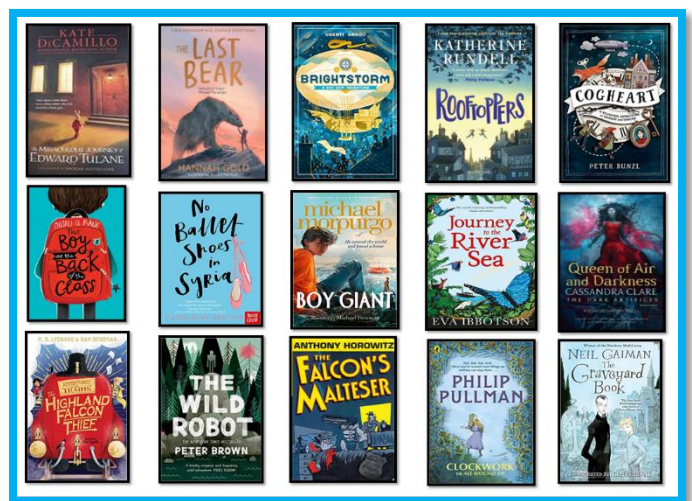
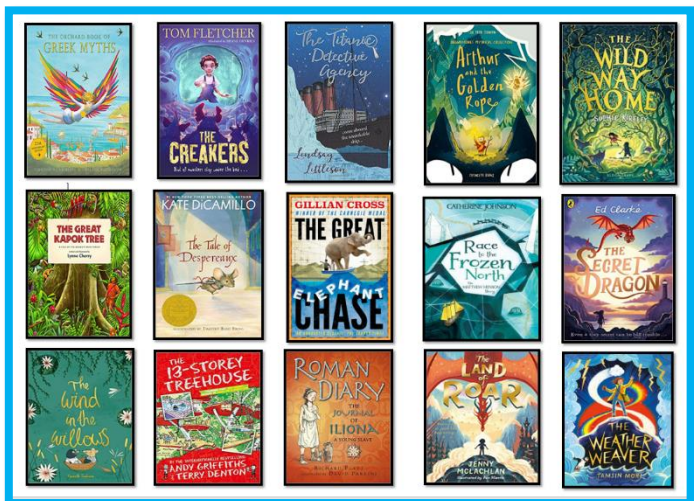
YEAR 2 MUST READS



YEAR 3 MUST READS



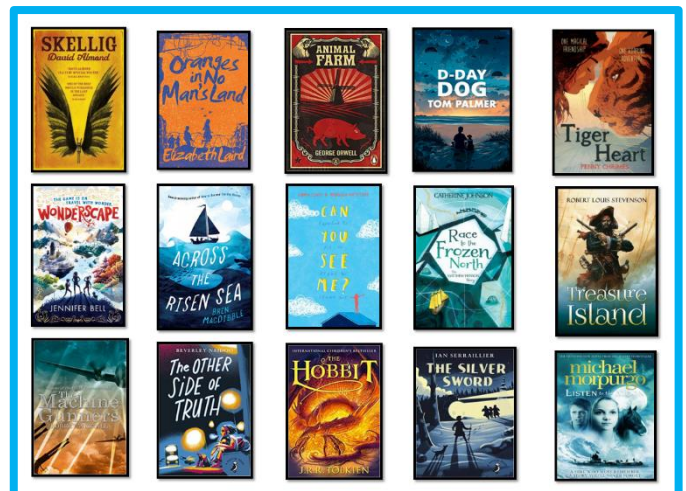
YEAR 4 MUST READS



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.



PROGRESSIVE SCHOOL LIST OF INCLUSIVE, DIVERSE AND ETHNIC MINORITY TITLES

EYFS	KS1
<p>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</p>	<p>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</p>
Year 3	Year 4
<p>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</p>	<p>Planet Omar – Zanib Mian The Christmasaurus – Tom Fletcher Cookie – Konnie Huq 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</p>

<p> 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 </p>	<p> 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 </p>
<p>Year 5</p> <p> 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 </p>	<p>Year 6</p> <p> 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 – Jacqueline 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 </p>