

## The Stockwell Way Approach to Teaching Reading

**Our Intent** To support pupils in developing a life long love of reading, building a broad and varied vocabulary and being confident enough to apply these skills to improve their own life chances.

### Core Principles and structure:

- Based on vocabulary rich texts
- Guided Reading taught in whole classes, allowing all pupils to access texts at an instructional level.
- Weekly vocabulary session focused on vocabulary instruction. Mixed domain coverage across the week. Teacher assessment at the end of each three week cycle.
- Focus on fluency, word reading and high level comprehension.

	<u>Reading Progression</u>	<u>Book Band</u>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Listen and learn and stay and play sessions to encourage parental involvement.</li> <li>• Daily phonics session</li> <li>• Daily read by the teacher – modelling</li> <li>• Phonetically plausible books –segment and blending</li> </ul>	
<b>Y1</b>	<ul style="list-style-type: none"> <li>• Daily phonics – children grouped into appropriate phases. Readiness for phonics screening check.</li> <li>• Book talk in Autumn Term and Spring One – whole class reading of a book &amp; pupils responses recorded.</li> <li>• Leads into guided reading sessions based on fluency and comprehension development.</li> <li>• Read aloud – teacher modelling.</li> </ul>	
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Daily phonics – children grouped into appropriate phases. Additional daily intervention for bottom 20% and pupils who did not pass phonics test in Y1.</li> <li>• Whole class guided reading using picture books, longer texts, images and animations.</li> <li>• Reading sessions address a range of domains with a focus on retrieval and inference.</li> <li>• Read aloud modelled by CT, with focus on expression, vocabulary and themes.</li> <li>• Additional fluency sessions with a focus on bottom 20% of pupils reading with an adult.</li> </ul>	
<b>Y3/Y4</b>	<ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Whole class guided reading sessions develop knowledge of vocabulary, using vocabulary rich texts and differentiate by cognitive demand.</li> <li>• Whole class guided reading sessions around core text – vocabulary session once a week to pre-teach new vocabulary.</li> <li>• Comprehension checkpoint every three weeks. Used to check domain understanding and plan for gaps.</li> <li>• Phonics intervention for those who haven't passed phonics check</li> <li>• Class read to 3 times a week with modelled expression and intonation</li> <li>• Fluency intervention for bottom 20% of pupils twice a week</li> </ul>	
<b>Y5/Y6</b>	<ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Guided reading sessions use vocabulary rich, challenging texts.</li> </ul>	

	<ul style="list-style-type: none"><li>• Opportunities to explore the text in depth and understand author intent with links to emotions and feeling.</li><li>• Opportunities for read aloud – poems/plays/performances</li><li>• Whole class guided reading sessions around core text – vocabulary session once a week to pre-teach new vocabulary.</li><li>• Comprehension checkpoint every three weeks. Used to check domain understanding and plan for gaps.</li><li>• Class read to 3 times a week with modelled expression and intonation</li><li>• Fluency intervention for bottom 20% of pupils twice a week</li></ul>	
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