

Bowling Park Primary School

Learning Together, Achieving Together



Reading

English: Purpose of Study

At Bowling Park, we know that good English skills are essential to our children's future success, both during their time at school and as adults. At the heart of our curriculum is the belief that all children have an entitlement to be taught the skills to communicate effectively through reading, writing and speaking. We achieve this by:

Fostering a life-long love of reading

Our children enjoy reading a wide variety of text types and genres with authors, characters and themes that represent our diverse school community. We pride ourselves on providing engaging and exciting whole school family events which elevate the status of reading such as our 'Festival of Stories' and 'Shakespeare week'. However, we also understand that a love of reading is established by cultivating a community of readers through day-to-day interactions. Children take part in weekly 'book club' where they have the opportunity to evaluate, discuss and share the books they have read with other students. We also have a well-stocked library which is open to families weekly after school.

Writing for a purpose

We strive to equip children with the knowledge that their writing can be powerful. This is achieved by ensuring that our outcomes always have a strong purpose and audience so that children can engage with the subject matter in a meaningful way, understanding how the writing is relevant to them. Our approach to writing gives children the opportunity to explore the link between reading and writing, demonstrating how successful authors craft their work.

Developing a wide vocabulary

A rich and varied vocabulary is a cornerstone of effective communication. Therefore, at Bowling Park Primary, we are dedicated to helping our students expand their repertoire of words and language structures. Through engaging activities, word games, and exposure to a wide range of texts, we aim to enrich their vocabulary and deepen their understanding of language. By equipping them with a diverse range of words and phrases, we enable our students to articulate their thoughts with precision and eloquence.

Teaching a curriculum which reflects our diverse community and is relevant to our children

At Bowling Park Primary, we take pride in our diverse community, and our English curriculum reflects this richness of cultures, languages, and experiences. We strive to provide our students with opportunities to explore literature and texts that celebrate diversity and promote inclusivity; children deserve to see themselves reflected in the pages of their favourite books. By presenting a curriculum that resonates with our students' backgrounds and experiences, we aim to foster a sense of belonging and pride. Our teaching approach is sensitive to the needs of all learners, ensuring that every child feels valued and represented in their learning journey.

Ensuring that children can communicate effectively

Effective communication is a vital skill that lies at the heart of our English curriculum. We are committed to enabling our students to communicate confidently and fluently, both orally and in writing. Through a combination of speaking and listening activities, group discussions, debates, and writing, we provide our students with ample opportunities to hone their communication skills. We emphasise not only the importance of articulating ideas clearly but also of active listening and respectful dialogue. By equipping our students with the ability to express themselves effectively, we empower them to succeed academically and thrive in their personal and professional lives.

English Vision and Design

Vision	Responsible	Confident	Successful	
	<p>We want our children to be responsible citizens by:</p> <ul style="list-style-type: none"> - Having the literacy skills needed to access the next stage of their education - Contributing to society by having the literacy skills needed to secure a job. - Challenging injustices or different opinions respectfully in speech and in writing. - Being able to work individually and as a team. 	<p>We want our children to be confident individuals by:</p> <ul style="list-style-type: none"> - Expressing their own opinions to others, both in speech and writing. - Seeing themselves as 'readers' with a love of books and an understanding of their importance. - Having the vocabulary and range of experiences needed to access the same opportunities as their peers. 	<p>We want our children to experience success at Bowling Park and beyond by:</p> <ul style="list-style-type: none"> - Being able to read fluently. - Being able to confidently take part in conversations with their peers and others. - Being able to write for a range of purposes and audiences. 	
Design	Cross-curricular	Experience-driven	Language-rich	Diverse
	<p>To reduce cognitive load and to provide opportunities for children to apply new knowledge and skills in different contexts, English is linked (where possible) to foundation subjects. Writing is inspired by high-quality texts which are also explored in reading lessons.</p>	<p>Where possible, experiences are provided to give children a hook into their English lessons. This may be trips, residential visits, videos/documentaries, high-quality images, discussions, drama, fieldwork, experiments.</p>	<p>Word of the day is taught every day. Tier 2 words are taught and children are encouraged to use them in their writing. Commonly-occurring words and words with Greek/Latin roots are prioritised and mapped across KS2.</p>	<p>Children have access to a wide range of literature so that books are 'windows and mirrors' where children can see their own lives and experiences reflected in the stories they read whilst also gaining an insight into the lives of others.</p>

Reading: The Journey



Early reading

Our systematic synthetic phonics programme (SSP) is **Little Wandle Letter and Sounds revised**.

Children make a strong start in Reception: teaching begins in Week 2 of Autumn term.

In Reception and Y1, we teach phonics for 30 minutes a day. Each Friday, we review the week's teaching

We follow the Little Wandle expectations of progress: Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs and words with adjacent consonants (P4) fluently and accurately. Children in Y1 are taught to read and spell words using Phase 5 GPCs fluently and accurately.

Children have reading practice sessions 3 times a week focusing on: decoding, prosody and comprehension.



Developing reading

At the start of Y2, children complete the 'Phase 5 review' to ensure that learning is consolidated. When children can fluently read and spell words with all 44 GPCs fluently and accurately, they move onto the Little Wandle reading fluency programme.

The expected reading speed upon completion of the Little Wandle phonics programme is 60WPM. By the end of the fluency programme, children achieve a reading speed of 120WPM.

Over the course of KS2 the proportion of reading fluency lessons decreases while focus shifts to close and extended reading.

During reading lessons, children develop word knowledge, background knowledge and text knowledge while practising comprehension strategies. Through rich discussion and repeated reading, children develop an understanding of themes, literary devices and author's intent.



Expert reading

When children leave Bowling Park, we want them to be expert readers.

As children develop expertise, they transition from learning to read to reading to learn. Reading to learn involves using reading as a tool for acquiring knowledge and information across different subject areas.

Reading is at the heart of our curriculum and children have access to a wide range of books to support their learning across the subject disciplines. Reading features in most foundation subject lessons.

There is a strong correlation between reading for pleasure and academic attainment. Children who read for pleasure have not only increased attainment in reading, but also writing, grammar, vocabulary and improved self-confidence. In order to nurture a love of reading, children: listen to an adult read every day; take part in book club where they have the opportunity to discuss their preferences; have access to diverse literature; and attend reading celebration events.

The background features several stylized human figures in red and light red. Some are large and semi-transparent, while others are smaller and more solid. They are in various dynamic poses, such as jumping, reaching, and balancing. A thin red horizontal line is positioned below the text.

Early reading



We're teaching
every child to
read with



A complete SSP validated by
the Department for Education

1.1 Phonics and Early Reading

Little Wandle Letters and Sounds Revised

We're teaching every child to read with



Little Wandle
**LETTERS AND
SOUNDS**

REVISED

TM

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Phonics (reading and spelling)

At Bowling Park, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Our aim is for all children to have the ability to tackle any unfamiliar words as they read. At Bowling Park, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Bowling Park, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have an English leader and a phonic leader who drive the early reading programme in our school. These people are highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

Little Wandle Letters and Sounds Revised

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Little Wandle
**LETTERS AND
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Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include: sharing high-quality stories and poems; learning a range of nursery rhymes and action rhymes; activities that develop focused listening and attention, including oral blending; and attention to high-quality language. We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We follow the Little Wandle Letters and

Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 (phase 2 where necessary) and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Little Wandle Letters and Sounds Revised

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Little Wandle
**LETTERS AND
SOUNDS**

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Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Little Wandle Letters and Sounds Revised

We're teaching every child to read with



Little Wandle
**LETTERS AND
SOUNDS**

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Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week.

- Sessions are taught by a fully trained adult to small groups of approximately six children.
- Sessions use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
- Sessions are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills: decoding, prosody (teaching children to read with understanding and expression) and comprehension (teaching children to understand the text).

In Reception, these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.



1.2 Reading in the Early Years

Reading in the Early Years



In Nursery and Reception, we ensure that our children are exposed to as many books as possible. Stories are brought to life through engaging story-telling, acting and the use of props. Through the use of carefully selected books, children develop their vocabulary, have new experiences and they are encouraged to let their imaginations run wild.


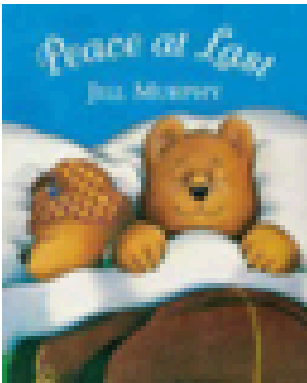
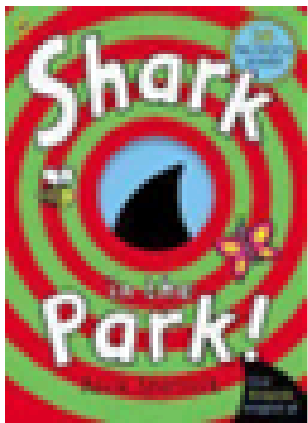
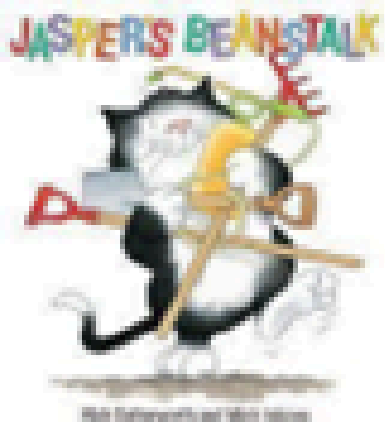
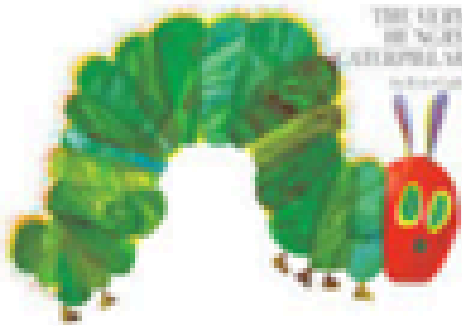

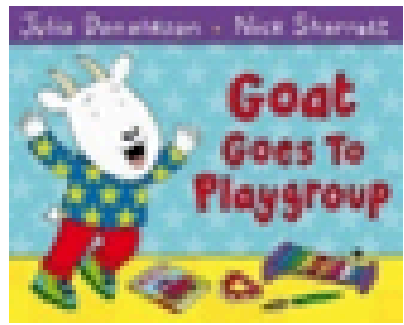

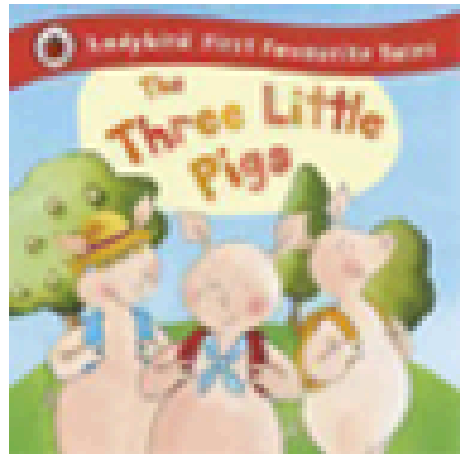
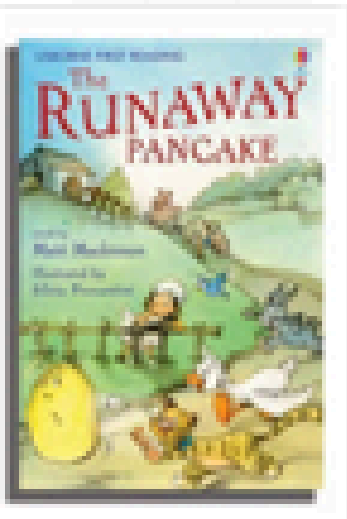
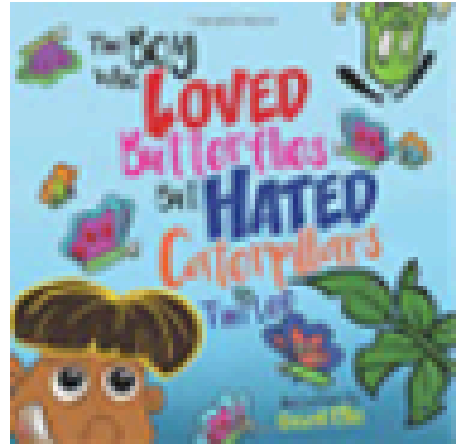
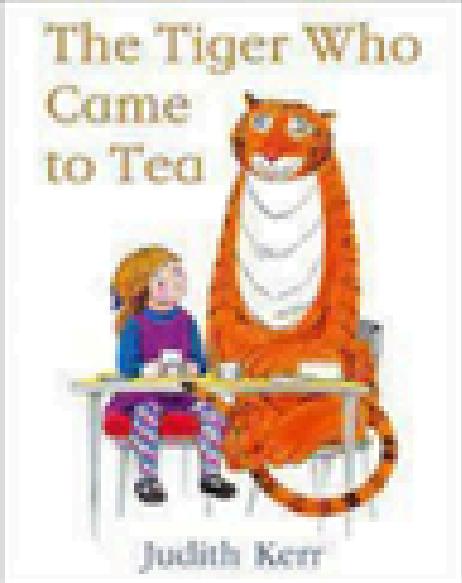

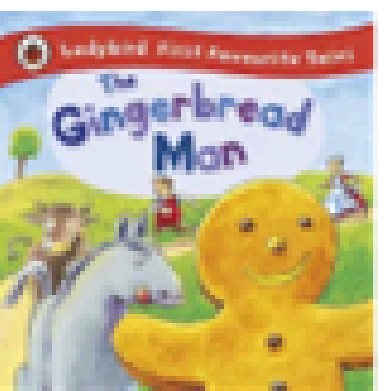
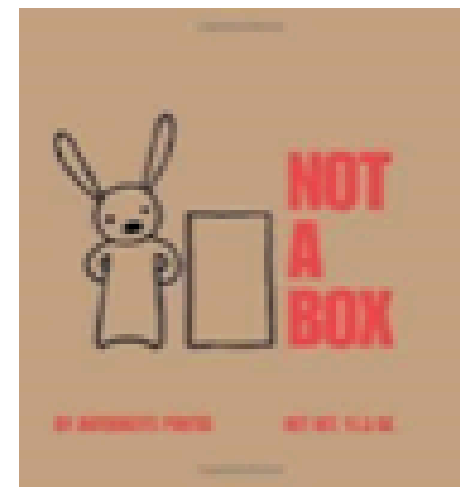
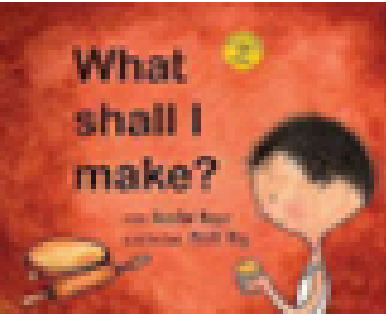

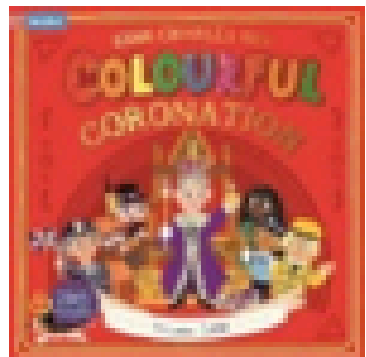
As well as the books used for the 'core stories' curriculum, children enjoy a selection of books chosen specifically for story time every day. This protected time provides the opportunity to experience the joy of sharing stories and instills a love of reading.

Class Library: Every class has its own library from which families can borrow books to share with their children at home. Some of these books are available in home language and some are dual language.

Environment: Across EYFS, children have access to cosy and welcoming reading corners for children to enjoy. These spaces also have resources which encourage role play and story-telling. In reception, equipment and resources are labeled with phonically decodable words. GPC charts are available for children to access.

Rhyme and Song: Nursery rhymes and songs are planned across the phase to ensure progression. These songs/rhymes are carefully selected to develop attention, listening, memory, awareness of sounds and patterns and physical development.

Reading: Nursery

Nursery Books Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts						
						
						
						

Reading: Nursery

<p>Supporting texts</p>	  	  	 	  	 	 
<p>Teacher reading for pleasure books</p>	 	  	 			

Reading: Nursery

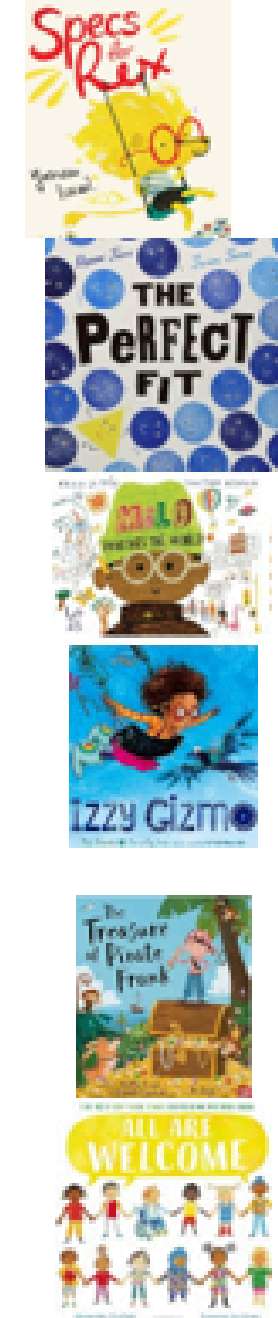
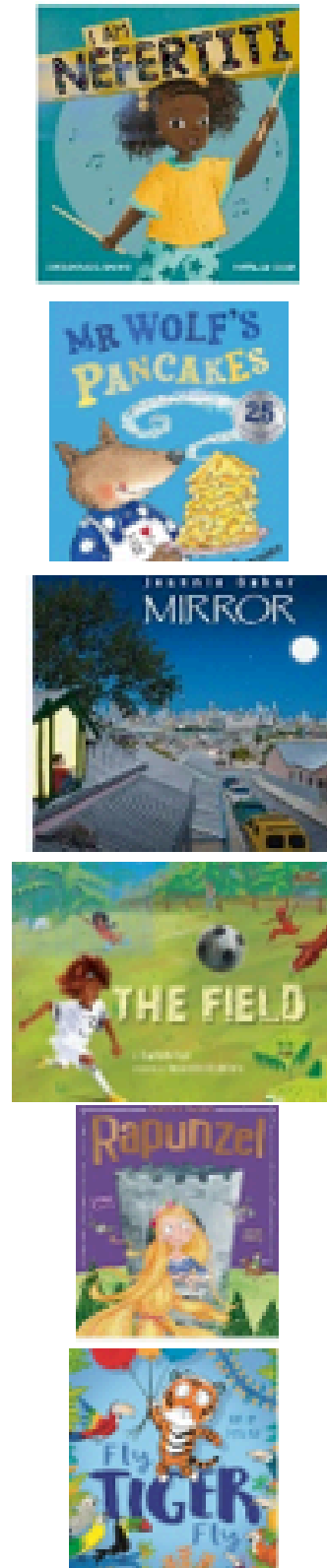
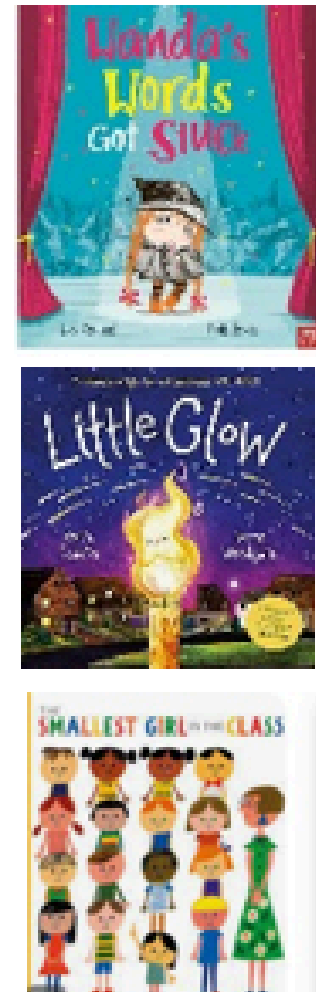
Songs and rhymes	Fish Alive	1 Finger, 1 Thumb	Three Blind Mice	Sing a Song of Sixpence	5 Little Men in a Flying Saucer	1 Big Hippo
	One Potato	1, 2, Buckle My Shoe	Three Little Kittens	I'm a Little Bean	Humpty Dumpty	5 Little Monkeys Jumping on the Bed
	5 Little Speckled Frogs	2 Little Dickie Birds	5 Snowmen	5 Little Monkeys Swinging in a Tree	1 Elephant Went Out to Play	5 Little Apples
	5 Little Ducks	Head, Shoulders, Knees and Toes	4 Teddy Bears	When Goldilocks went to the House of Bears	London Bridge is Falling Down	Sleeping Bunnies
	5 Currant Buns	Zoom, Zoom, Zoom	5 Fingers	I am the Music Man	Old McDonald Had a Farm	Peter Pointer
	5 Fat Sausages	Row, Row, Row the Boat	Alice the Camel		There's a Tiny Caterpillar on a Leaf	Miss Polly had a Dolly
	Wind the Bobbin Up	Open, Shut them	If you're Happy and you Know it		Incy Wincy Spider	
	The Wheels on the Bus	Patter Cake	10 Little Fingers			
	Twinkle, Twinkle	Hey, Diddle-Diddle	Humpty Dumpty			
	Baa, Baa Black Sheep					
	Ring-a-Ring-a-Roses					

Reading: Reception

Reception Curriculum overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and curriculum focus						
						

Reading: Reception

Teacher reading for pleasure books



Reading: Reception

Songs and rhymes	Twinkle, Twinkle Little Star (Little Wandle)	Little Red Riding Hood	Planet Song	Jack, Jack, what shall we do?	Butterfly Song	We are All Amazing
	Down at the Station (Little Wandle)	Snowflake	Nocturnal Song	Jerusalema (African song)	5 Little Speckled Frogs	Head, Shoulders, Knees and Toes
	Harvest Song- Busy for the Harvest					
	Pat-a- cake (Music)					

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Developing Reading



2.1 Curriculum Delivery

Reading Lessons Curriculum Delivery

When children can fluently read and spell words using the phonemic code from the Little Wandle programme, their reading instruction will continue during reading lessons. These reading lessons ensure that children receive a balanced reading diet with opportunities for close reading, extended reading and fluency practice. Fluency practice decreases in frequency over the course of KS2 as children develop and expand their orthographic store.

Reading Lessons Curriculum Delivery

Once children have secure phonic knowledge, it is imperative that they become fluent readers; reading fluency is the pre-requisite for comprehension. In Y2 and Y3, we use Little Wandle's reading fluency programme which consists of 10 levels ranging from 60wpm at level 1 and 120wpm at level 10. As fluent reading involves accuracy, automaticity and prosody and repeated oral reading over time leads to increased fluency, sessions are structured in the following way:

Fluency



Pre-read

Word reading

In the earlier stages, practise recognising and saying the GPCs which appear in the text, read words and read tricky words. In later stages, chunk words into syllables.

Vocabulary support

Read words and quickly teach definitions.

Summary/hook

Provide a hook to make children think about what they are about to read or summarise the previous chapters.

Read the Book

Children independently read aloud for 10 minutes while the adults circulates, 'tapping in' to ensure that each word is being read correctly.

The adult listens carefully to ensure that children who had difficulties with particular words in the pre-read section are able to read them now.

The adult recaps words that children had difficulties with before moving on to the next section

After Reading

Prosody

Model reading selected sentences with prosody and model how to use expression, tone or pace. Ask children to read these sentences with the modeled prosody.

Repeated reading

Read sentences with clarity and appropriate expression to make meaning clear. Children to complete repeated reads using echo, rehearsed or emotion reading.

Comprehension

Discuss understanding of the text.

Reading Lessons Curriculum Delivery

The structure of a reading lesson



Predict/Recap

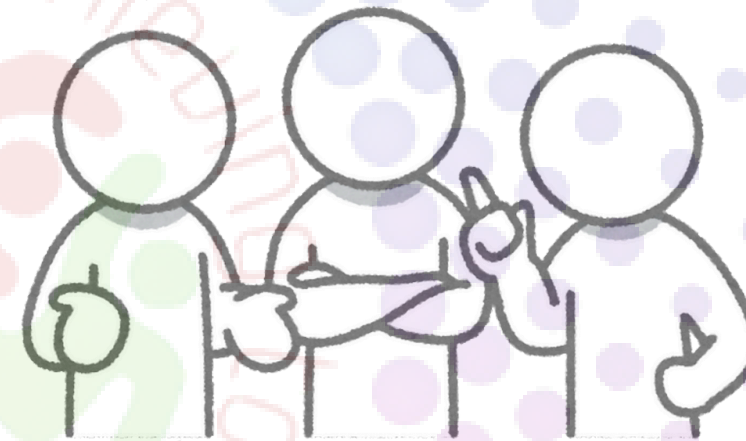
At the start of the lesson, children recap what they read last time and make predictions about what they think will happen next. Children are asked to explain the reasons for their predictions.



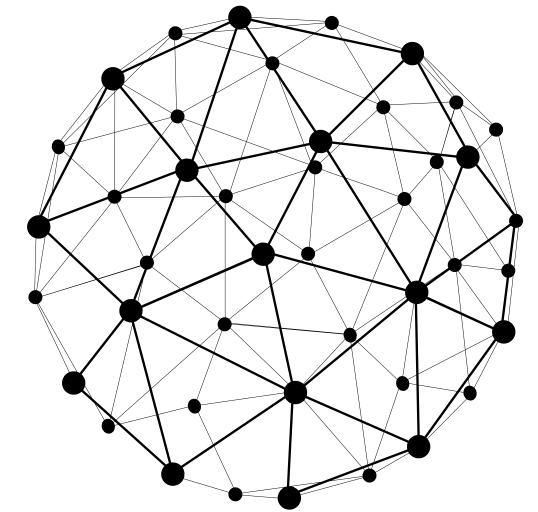
Question & Clarify

Children read the text (alone, in pairs, or following along as the adult reads) and highlight any words or phrases that require clarification. At stopping points, questions are discussed with children. Questions are planned in advance (where children may need to clarify, summarise or explore the meaning of the text) but children should also be encouraged to ask their own questions.

During this phase, children have the opportunity to practise comprehension strategies. This may need to be modelled by the teacher.



Discussion

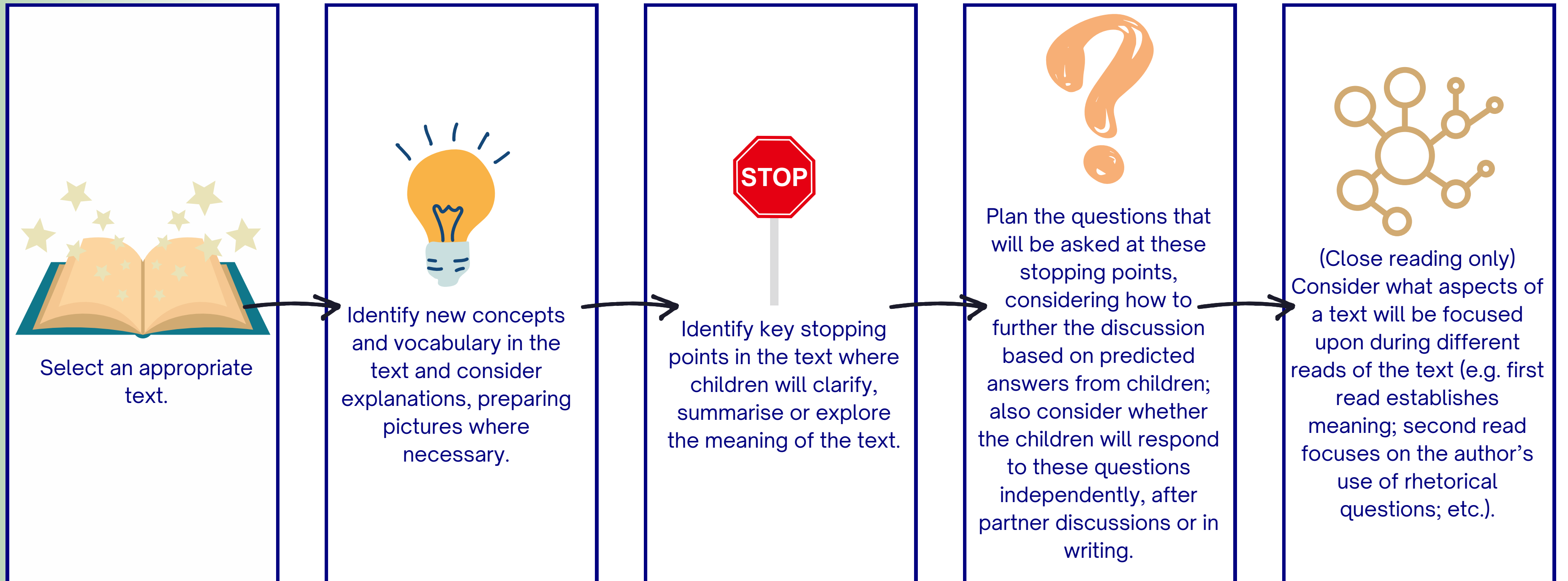


Understanding

Children show their understanding by answering questions. Written responses are recorded twice weekly, but there should always be a focus on rich discussion.

Reading Lessons Curriculum Delivery

Planning a reading lesson:





2.2 Curriculum Coverage

Reading Lessons Curriculum Coverage

Four essential strategies and skills for reading comprehension

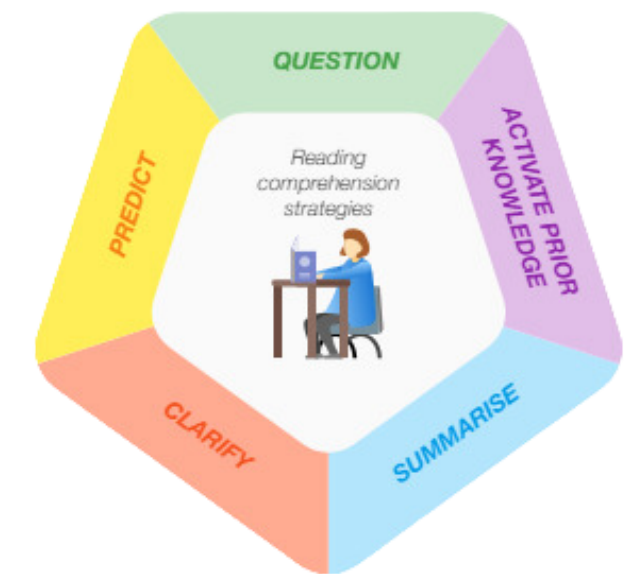
Develop positive attitudes to reading	Understand the Vocabulary used in texts
Skills and strategies to read for understanding	Express, record and present their understanding

Four key outcomes

Understanding the Whole Text	Inferential Understanding
Retrieve information from texts	Reading to find out and to learn

Reading Lessons Curriculum Coverage

<p>Develop positive attitudes to reading</p>	<ul style="list-style-type: none"> • Take pleasure in reading: Develop positive attitudes to reading • Read independently and in groups. Enjoy listening to books read to them • Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say • Extend their range of reading
<p>Skills and strategies to read for understanding</p>	<ul style="list-style-type: none"> • Use prior knowledge to support understanding • Check that books make sense to them • Ask questions to improve their understanding • Skim, scan and read closely • Use strategies to locate or infer the meaning of unfamiliar words • Annotate text • Visualise their understanding of what they read • Make predictions • Summarise understanding • Adapt reading strategies for different purposes or according to the text type
<p>Understand the Vocabulary used in texts</p>	<ul style="list-style-type: none"> • Build a wide vocabulary • Use a dictionary effectively • Use strategies to locate or infer the meaning of unfamiliar words – <i>also in Skills and Strategies</i>
<p>Express, record and present their understanding</p>	<ul style="list-style-type: none"> • Develop and express their understanding • Answer questions about a text and record their understanding • Justify their ideas about a text • Annotate the text to support understanding • Demonstrate understanding through retelling and reciting orally and using intonation, tone, volume and action in performance



Reading Lessons Curriculum Coverage

Understand the Whole Text	<ul style="list-style-type: none">• Identify main ideas and themes in a wide range of books and understand how these are developed over a text• Identify how structure and presentation contribute to meaning• Make comparisons within and across texts• Identify how language contributes to meaning• Evaluate the text
Retrieve information from a text	<ul style="list-style-type: none">• Retrieve and record information from a text• Retrieve the meaning of unfamiliar vocabulary where this is explained in the text• Identifying how language, structure and presentation contribute to meaning• Ask retrieval questions about a text• Distinguish between fact and opinion (Y5/6)
Inferential Understanding	<ul style="list-style-type: none">• Infer from what characters say and do• Predict what might happen• Identifying how language ... contributes to meaning: How meaning is conveyed through the writer's language choices• Ask inferential questions• Adapt reading strategies in order to make inferences
Reading to find out and learn	<ul style="list-style-type: none">• Retrieve and record information from non-fiction texts• Ask questions to find out• Identify how the structure and presentation of non-fiction texts contributes to meaning• identifying how language ...contributes to meaning• Apply strategies for reading non-fiction texts• Distinguish between fact and opinion (Y5/6 only)



2.3

SEND

Reading Supporting Children with SEN



We recognise that systematic synthetic phonics is how all children learn to read.

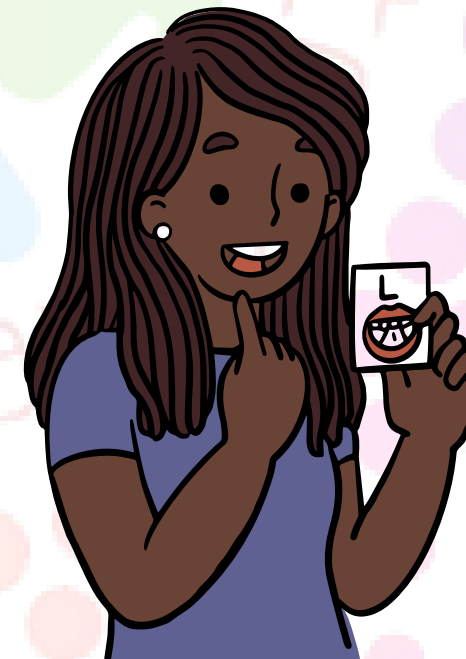
Our SSP provides intervention so that children in the bottom 20% keep up with the pace of the scheme.



We invest heavily in dyslexia-friendly 'hi-lo' books (high interest, low ability) to support children with literacy difficulties.



We provide books which feature characters that represent our diverse community, including people with physical and learning needs.



We work closely with SALT to support children with additional needs with their language comprehension and vocabulary development.

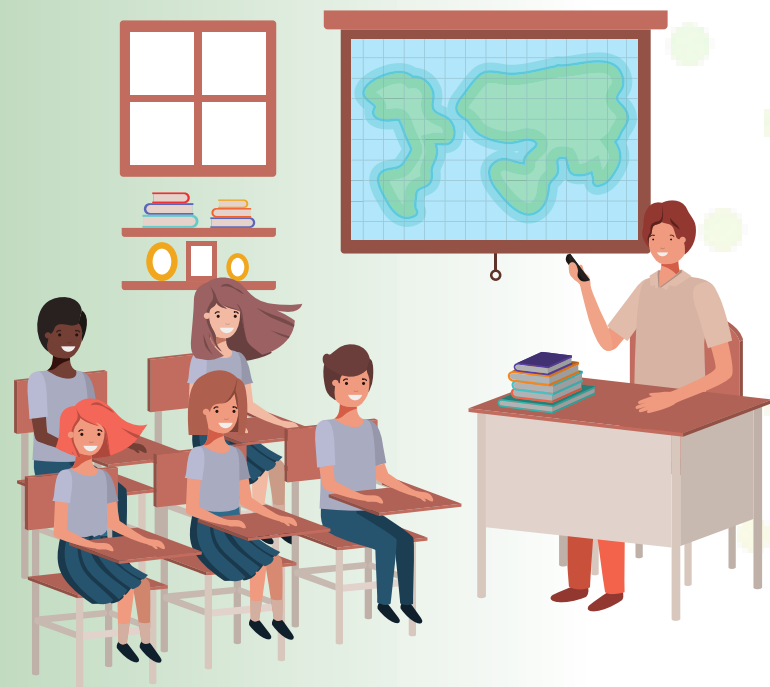
Reading Supporting Children with SEN



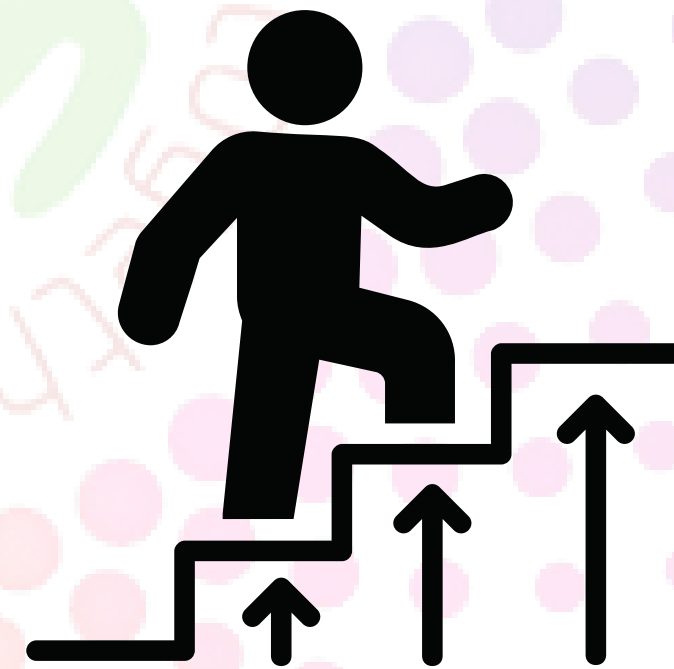
We ensure that teaching presentations have pastel backgrounds to support visual needs.



We have enlarged texts available for children with visual impairments.



We take a 'whole-class' approach to reading lessons where children of all abilities take part. Simplified texts are provided so that children access the same texts as their peers. Mixed ability is encouraged so pupils can join in discussions with their peers.



Catch-up reading sessions (in line with the SSP) take place 3 times a week. Children work on decoding, prosody and comprehension in these sessions.



2.5 Reading Assessment

Reading Assessment

Reception

- Children are assessed after completing the Autumn 1 lessons and at the end of every half term thereafter.
- Children with less than 70% accuracy, complete daily 'keep up interventions'. They are reassessed every 3 weeks.

Year 1

- Children are assessed after completing the Autumn 1 lessons and at the end of every half term thereafter.
- Children with less than 70% accuracy, complete daily 'keep up interventions'. They are reassessed every 3 weeks.
- After the PSC, children complete the Phase 5 Review assessment to identify gaps for teaching in Y2.

Year 2

- Children complete the Phase 5 review programme and are reassessed at the end of Autumn 1.
- Children who did not pass the PSC or those who have gaps in Phase 2-5 start the Rapid Catch Up phonics programme. Phonics assessments take place every 4 weeks.
- Children who have completed the phonics programme take the Collins comprehension assessments in Spring 1 and Summer 1.
- When a child is able to read Phase 5 books with 90% accuracy they read fluency books if reading speed is below 90wpm. This is reassessed termly.

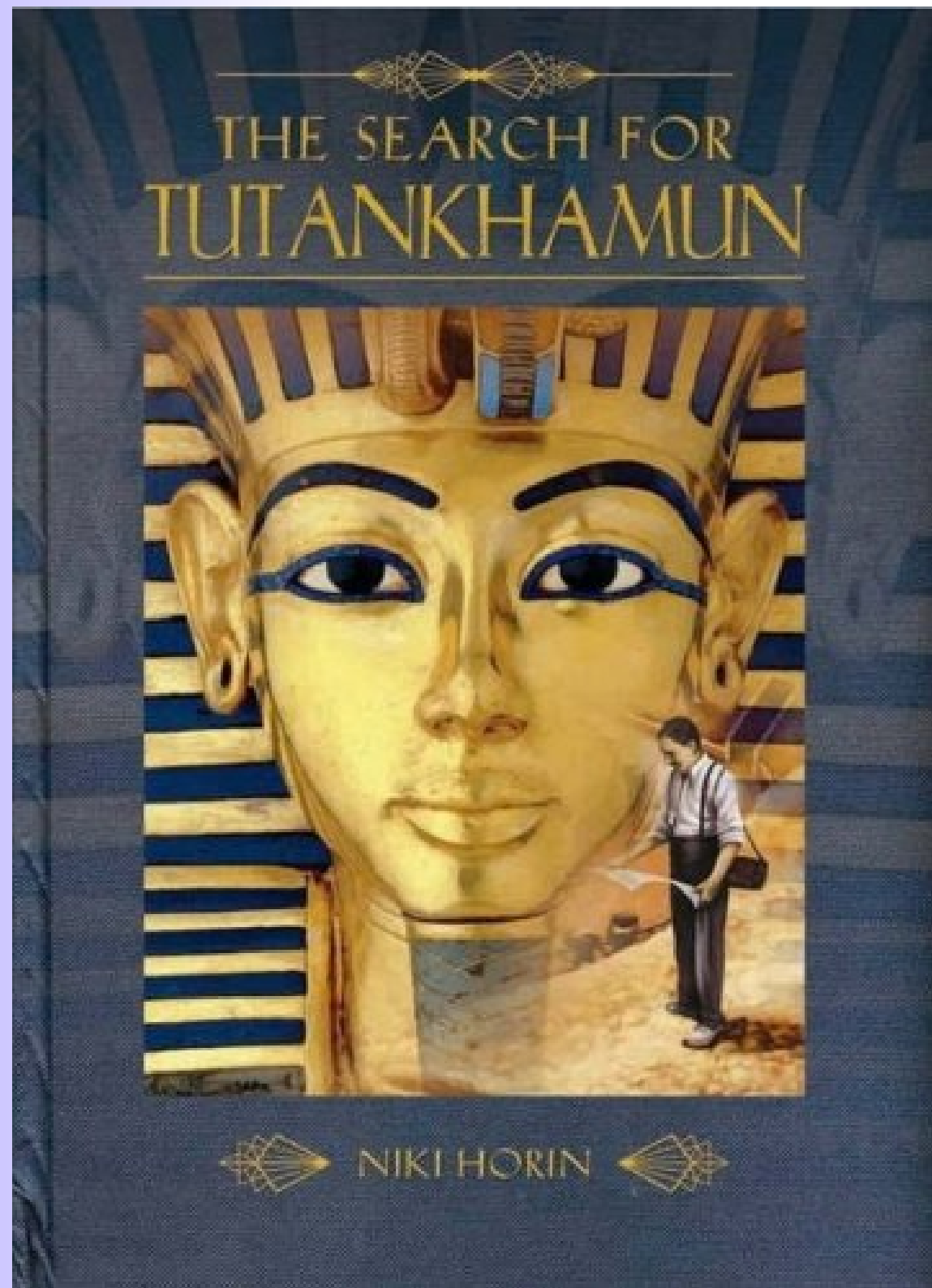
Years 3-6

- Children who are working on the Rapid Catch Up programme are reassessed every 4 weeks.
- Collins Reading Comprehension Tests are completed twice a year (in Spring 1 and Summer 1).
- When a child is able to read Phase 5 books with 90% accuracy and/or reading speed is below 120wpm, they will complete the Little Wandle Fluency programme. Progress is assessed termly.
- Y6 children complete the statutory end of KS2 tests.

The background features several stylized human figures in various poses, rendered in shades of blue. Some are solid blue, while others are semi-transparent. The figures are scattered across the page, with some appearing to be in motion or interacting. A horizontal line is positioned below the main title.

Expert Reading

3.1 Reading to Learn



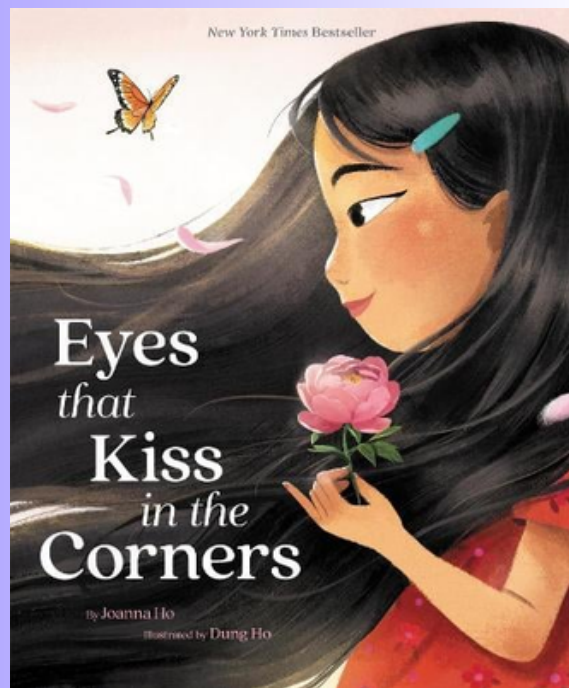
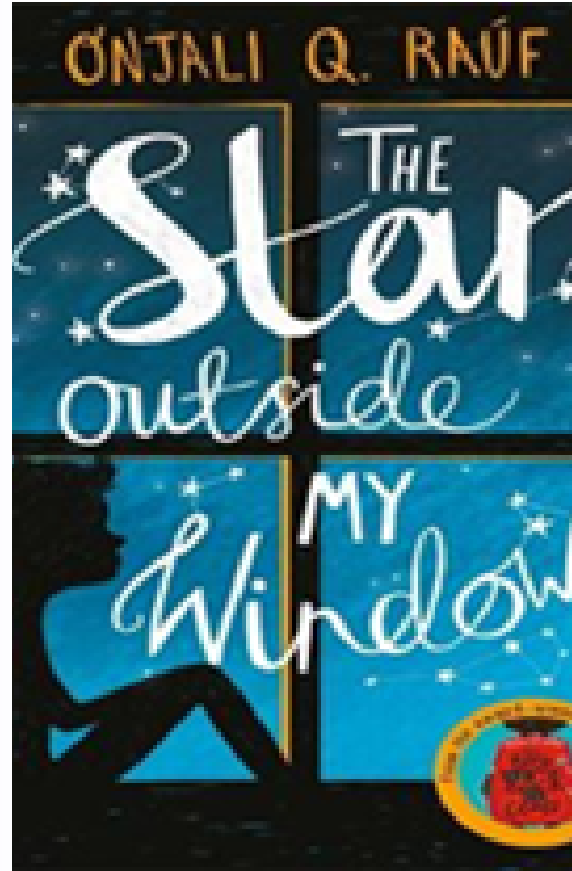
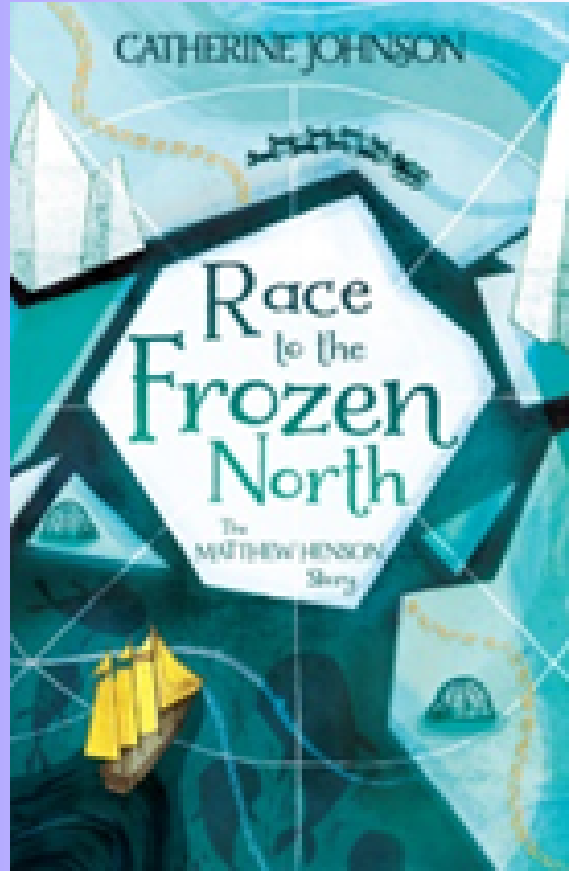
Becoming an expert reader involves a multi-faceted process that encompasses various skills and strategies. As children progress, their orthographic store grows and they are able to read with automaticity. Through exposure to a wide variety of genres and text types they transition from learning to read to reading to learn. Reading to learn involves using reading as a tool for acquiring knowledge and information across different subject areas. Encouraging children to read widely and deeply in various disciplines helps them develop a broad understanding of the world and fosters a love for lifelong learning.

Reading: Fostering a Life-long Love



- **Whole Class (Shared) Reading**
- **School Library**
- **Belonging to Books**
- **Reading Club**
- **Story Project**
- **Festival of Stories**
- **Rewarding Reading**

3.2 Whole Class (Shared) Reading



Reading aloud fosters positive attitudes, enhances pupils' motivation to read and develops vocabulary and knowledge of books, authors and genres that they might not choose to read for themselves. At Bowling Park, teachers share a class book with children every day. These books are carefully selected to ensure that children experience a wide range of literature with diverse themes and authors.

3.3 School Library



In addition to our classroom libraries, we are very fortunate to have whole school libraries at both sites. Children have the opportunity to visit the library fortnightly during the school day.

Our libraries stock a wide range of non-fiction and fiction books from different genres and cultures. Our texts are regularly updated to ensure that children have access to the highest quality and most up-to-date literature.

3.4 Belonging to Books



At Bowling Park, we serve a diverse school community. Our children have the right to see themselves and their lives represented in the pages of their favourite stories.

We believe that the books our children read should be mirrors and windows: mirrors to reflect their own lives and experiences, and windows to provide other perspectives and an insight into the lives of others.

3.5 Book Club



Book club is a time to recommend books to pupils for independent reading (at school and home). This is an additional opportunity for teachers to promote books and for pupils to make recommendations to each other. Making tempting books available is important for all pupils, but especially for those who have limited or no access to books at home. Pupils should see it as sacrosanct, the best time of the week and one to look forward to, an occasion for browsing, exploring and discussing books.

3.6 Story Project

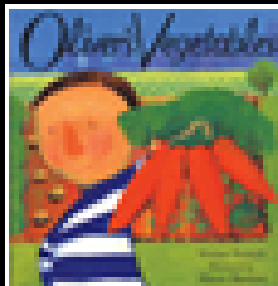
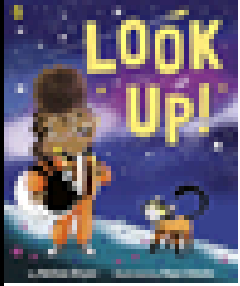
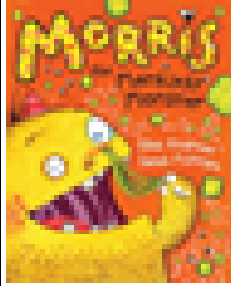


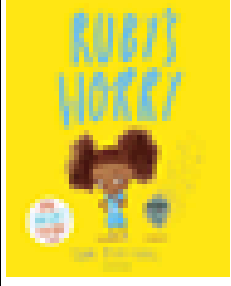

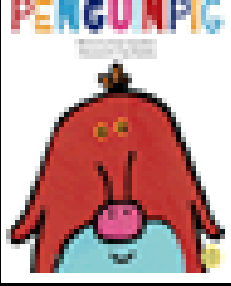
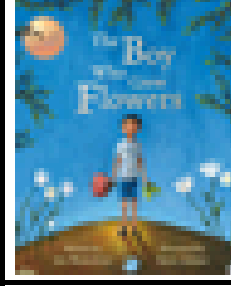



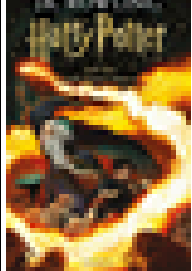
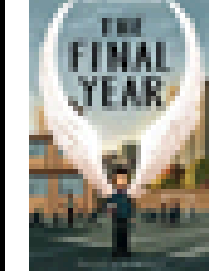


The Story Project is an initiative which uses the magic of stories to support children's mental health and well-being. Children explore stories which cover a range of themes including: keeping safe, healthy relationships, growing and changing, being your best, rights and respect, and valuing difference. By focusing on the experiences of the character in a story, children feel safe to explore concepts which can sometimes be difficult to discuss.

Sessions provide children with the knowledge and tools to practise well-being skills, making healthier choices for themselves and others, now and into adulthood.

Story project sessions are taught weekly for 30 minutes.

THE STORY PROJECT






EY		The Jar of Happiness		Barbara Throws a Wobbler		Luna Loves Library Day		The New Small Person		Oliver's Vegetables		Here We Are
Y1		The Friendship Bench		Angry Arthur		Look Up!		Morris the Mankiest Monster		Peace at Last		My Big Fantastic Family
Y2		Ravi's Roar		Chicken Clicking		The Girl Who Never Made Mistakes		Aliens Love Underpants		The New Girl		
Y3		On a Magical Do Nothing Day		Ossi and the Bala Mengo		The Hundred Dresses		Ruby's Worry		Faruq and the Wiri Wiri		It's a No-Money Day
Y4		The Grand Hotel of Feelings		This Moose Belongs to Me		The Tunnel		Penguinpig		The Proudest Blue		
Y5		The Boy Who Grew Flowers		Mum and Dad Glue		Ada's Violin		The Colour Thief		Mama Miti		
Y6		Aaron Slater Illustrator		Anne Frank: The Diary of a Young Girl		On the Tip of a Wave		Harry Potter and the Half Blood Prince		The Final Year		

Story Project Books

Story Project Delivery

Story Project sessions are taught using the STORY structure detailed below. The first 5 sessions are taught using the Settle, Training, Objective and Read sections. In the last week of half term, there is an extended session where children have the opportunity to reflect on the book and to relate it to themselves.

All Story Project lesson plans are built around the five part STORY structure:

-  | **S** **Settle:** Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.
-  | **T** **Training:** Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.
-  | **O** **Objective:** Introduce a wellbeing objective for children to focus on when they are listening to the story
-  | **R** **Read:** Read the story and discuss the following guided reading questions as a class.
-  | **Y** **You:** To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

3.7 Festival of Stories

Our Festival of Stories is an annual celebration of books and the joy of reading. The hub of this after-school event is our school library. In each of the 8 surrounding classrooms, our teachers run workshops for children and their families which encourages confidence, imagination and the world of opportunities unlocked by stories.



3.8 Rewarding Reading

We understand the importance of intrinsic motivation when instilling a love of reading. However, in order to develop good reading habits and encourage children to read more frequently, we reward our pupils for reading their book at home.



30 times per half term: Gold
25 times per half term: Silver
20 times per half term: Bronze

Children who are awarded gold certificates are entered into a draw to win a book.