

Whitby Heath Primary School



Reading & Phonics Policy

Policy written	March 2024
Agreed by Governors	March 2024
Next Review	March 2026
Head teacher	Mr S Wright 
Chair of Governors	Mr N Lacey

Intent

To provide a Reading curriculum that will teach children to speak, read and write fluently so they can communicate their ideas effectively to others.

- To develop children into efficient, effective, thoughtful and strategic readers who can learn about life, discover information and deepen their thinking through considering other people's views and experiences with a critical mind
- Establish a consistent and coherent pedagogical pathway to the teaching of phonics from Early Years and beyond.
- Understand and apply their knowledge of phonics in reading.
- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure that fidelity to the *Read, Write, Inc. Programme* is adhered to.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words'
- To develop retrieval skills
- To consolidate literacy skills, build vocabulary and develop fluency and confidence as speakers, writers and readers of language.
- To develop inference skills through a range of texts, including poetry.
- To help children become avid readers, giving them greater understanding of the wider world.
- To create a reading culture that celebrates a love and enjoyment of books, motivating reluctant readers.
- To be able to read a range of materials fluently, critically and with understanding for enjoyment and for information
- To provide opportunities to apply reading across the wider curriculum.
- For children to develop a wide knowledge of vocabulary and understanding of words in context.

Phonics

Intent:

At Whitby Heath Primary School, we believe reading is the most important skill that children must master during their time at primary school. Reading opens the doors to a whole world of opportunities and learning. We are determined that every child, will learn to read, regardless of their background, needs or abilities.

Our primary goal is to make sure that every child learns to read effectively, effortlessly and quickly through the Read, Write, Inc. phonics programme and that they become fluent and confident readers who are passionate about and enjoy reading.

We believe that children learn effectively to read through systematic and synthetic teaching of phonics – where children learn to associate written symbols as sounds and learn to read by blending sounds together. We believe oracy is crucial to the teaching of phonics, the physical ability to hear and make the sounds is central to effective teaching and learning in phonics and believe all children must be actively involved throughout daily phonics lessons through dialogical teaching.

We believe that learning to read goes hand-in-hand with learning to write and aim to make sure, that alongside ensuring that children learn effectively and effortlessly to read, they learn effectively and effortlessly to write.

At Whitby Heath Primary School we use Read Write Inc Phonics (RWI) to get all children off to the best possible start with their phonics, early reading and writing, so they can go on to develop confidence and enthusiasm in reading and writing and do well and we show complete fidelity to the programme across the school.

We believe a child who reads a lot will become a good reader. A child who can read well goes on to become an effective writer. We also believe that a child who can later read more challenging material will unlock their potential across the curriculum and that they will go on to enjoy, thrive and achieve in their learning across the curriculum areas. We believe that getting children thriving with their early reading is crucial for ensuring that they go on to have an enjoyable and successful time at primary school and positively impacts on their future life chances.

Implementation:

At Whitby Heath, we believe that all our children can become fluent readers and writers. We teach through the [Read Write Inc. Phonics Programme \(RWI\)](#), which is a systematic and synthetic phonics programme. We start teaching phonics from the start in EYFS and follow the RWI progression. We ensure that the teaching of phonic knowledge is generative and sticky. Knowledge is taught following the sequential planning set out in the RWI programme and plans ensure that learning is secure.

Children begin in EYFS by learning to read and write the set 1, single letter sounds and once they can read the first 5 sounds they begin to develop the skills of blending to read and segmenting to spell simple words. As children progress through EYFS and KS1, they continue to build on the sounds they know following the progression outlined in the RWI programme, until they know one way to read and write all of the 44 phonemes and after, go on to learn alternative ways to read and write each sound. Throughout the programme, children continue to practise the skill of blending to read new words containing the sounds being taught while also building up speed in reading previously read words, to grow the bank of words that can be read on-sight.

Children exit the programme when they can read and write all of the 44 phonemes and their alternative spellings, can apply blending skills to read a range of words containing them, including longer words and when they can read with fluency and prosody at a rate of 80 words per minute.

It is our intention that by the time they exit the programme they can begin to make 'spelling decisions' to ensure they are choosing the right spelling/grapheme for

words and that they can spell effortlessly so energies can be directed towards the composition of their writing.

Daily Phonics Lessons:

- We teach phonics lessons to children in EYFS and KS1 for 45 minutes each day.
- We teach phonics lessons to children in KS2, who still need it, for 45 minutes, 3 times per week.
- Lessons have two parts; a 'Speed Sounds' lesson and Storybook lesson.
- Lessons in EYFS and for those working at lower levels are shorter to begin with. We begin by teaching a 10 minute Speed Sounds lessons in EYFS, until children know the first 5 sounds. Lessons build to 20 minutes to then incorporate 'Word Time', where they practise the skills of blending and segmenting to read and write words containing new/review sounds. Lessons build to 30 minutes in length, once children are ready to apply their skills to read short ditties and as children are ready to begin applying their skills to read storybooks, lessons become 45 minutes in length.
- Additional Speed Sounds lessons are planned for daily in the afternoons throughout KS1 and from the summer term in EYFS, to provide opportunities for further practice.

Speed Sounds Lessons:

Within the Speed Sounds lesson, the sounds children learn are organised into sets. Children begin by learning the 'set 1' sounds, which are all the single letter sounds and the first 'special friends' sounds. These are the first digraphs: th, sh, ch, qu, nk and ng, where two letters make one sound. They later learn the 'set 2' sounds, further more tricky 'special friends' sounds, such as: ay, oy, oo, ou. Once they have learnt all the set 2 sounds, they then know one way to read and write every sound and can develop confidence, accuracy and fluency in reading a wide variety of words and are able to use their phonic knowledge to use one way to spell any word. Finally, they learn the set 3 sounds. Here they learn other ways to read and write sounds they have previously learnt are encouraged to start making 'spelling decisions' and consider the different ways they could spell and word and draw upon their previous reading of words to think about which way looks right.

During 'Speed Sounds' lessons, the children will practise reading and writing new 'green' words, containing new sounds learnt for accuracy and will also read and write words containing previously taught sounds (and words with the alternative grapheme/spelling previously learnt for the same sound if learning 'set 3' sounds) for fluency. They will develop speed in reading such words, progressing from reading them with 'Fred Talk' (sounding out and blending) to reading them with 'Fred in their head' (by thinking the sounds and saying the word) and reading them with 'Speedy Reading' where they read them quickly – we aim to develop an on-sight recognition of words with previously taught sounds in, over time. When learning 'set 1, 2 and 3' sounds, there is an emphasis on teaching children to read 'alien' or 'nonsense' words, as well as 'longer words' and the children are

taught effectively to read such words through a systematic and repetitive approach.

Storybook Lessons:

Once children are able to orally blend sounds to attempt to read words they begin to further develop and embed their blending skills to read words with 'Fred Talk' in 'Sound Blending' books within the lesson. Once children are in groups where they are ready to apply their phonics to read sentences, they complete the 'Storybook' element of the lesson. This is where they develop speedy reading of sounds and words in the storybook and apply their phonic knowledge with confidence to read a book with previously taught sounds and words in. They read with increasing accuracy and fluency over 3 days and books are matched to their phonic level.

Organisation of RWI at Whitby Heath:

Throughout EYFS and KS1, we deliver daily phonics lessons through the RWI programme for all children. Children usually begin to come off the RWI programme at around the end of the autumn term in year 2, when they are secure in their sound knowledge and are deemed to be confident, accurate and fluent readers. Some children may come off the programme earlier and some later, exiting the RWI programme is determined by assessment. Children are routinely assessed each half term as part of the RWI programme and children will only exit the programme when they reach all the milestones to enable them to come off. Some children continue into KS2 with phonics needs. These children will continue to have RWI phonics lessons matched to their phonic ability and will only exit the programme when assessment determines they are ready.

We follow a 'stage not age' approach in phonics, while we measure a child's ability against age-related expectations, our focus is on progress and grouping the children to ensure teaching is matched to their phonic ability and addresses their barriers and next steps in reading. This, combined with effective use of RWI fast track tutoring and group interventions, enables rapid and targeted progress to help children move towards their age-related expectations. Children are streamed across EYFS, so that children have daily RWI phonics lessons matched to their ability and are again streamed across KS1 and across KS2, for the children that continue into KS2 with phonic needs.

The Key Principles of RWI:

These are the '5 Ps'. There are five key principles underpin the teaching of phonics and early reading through the RWI programme at Whitby Heath Primary School. They are:

Purpose – we share the purpose of every activity within sessions with the children, so they know the one thing they should be thinking about.

Participation – We ensure every child participates throughout the lesson and work hard to keep children focused. Partnership work is fundamental to developing their skills as a reader.

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

Pace – We teach at an effective pace, we keep teacher talk to a minimum and consistently use silent signals. We devote every moment within sessions to teaching and learning.

Passion – We are passionate about teaching so children can be engaged emotionally

Resources:

All reading teachers are equipped with a full-set of RWI resources to be able to teach phonics through the RWI programme with complete consistency and fidelity. Reading teachers are encouraged regularly to audit resources against a checklist to ensure all resources are present and that they have full sets of speed sounds cards and green words etc. to ensure they are able to teach the programme fully. All reading teachers to have a pocket chart to ensure resources can be displayed consistently as per the RWI approach in daily RWI phonics lessons too. Resources such as handbooks for the RWI programme, home-reading books, books used for the 'storybook' part of the lesson are all stored centrally in a shared area in KS1 and labelled for ease of use by all Reading teachers.

Classroom Environment:

All teaching spaces used for the teaching of phonics and other curriculum areas across KS1 and KS2 are enabling environments for reading and writing, with relevant speed sounds charts and sound friezes displayed, as well as sound mats available (consistent with the RWI approach), to support all children and ensure success in reading and writing.

Home Reading:

We recognise the importance of independent practice in securing the children's phonic knowledge, therefore children on the RWI phonics programme, take home one RWI phonics book per week that is matched to their phonic ability.

Children are encouraged to revise 'red words' before reading and use their decoding strategies to read some 'story green words', so that they can then go on to apply their decoding skills and phonic knowledge to successfully read the book effortlessly.

Home-reading of RWI phonics books is supported with the 'Whitby Heath Home-Reading Wheel' which gives parents/children a structure to follow and suggested ways to use the RWI phonics book over the course of the week to show how to use it productively to build fluency over the course of 3 reads and support with developing comprehension skills too.

Where a child has a specific need/barrier identified, parents may be approached to provide further support. They may be asked to use virtual classroom links or resources given or on the website, to address a particular need/barrier.

In addition to taking home a RWI phonics book, children also take home a book of choice each week, to encourage 'reading for pleasure'. Parents and children are advised on how to use this book differently to promote reading for pleasure.

Ensuring consistency and pace of progress:

- Every teacher in our school is trained to teach reading, to ensure consistency in delivery, expectations and progress.
- All reading teachers use the same language, routines and resources to teach children to read.
- Blueprint lesson plans and a wealth of video clips, showing 'model lessons' from the RWI portal are used to ensure Reading teachers all have a consistent approach and structure for each lesson.
- The Phonics lead and SLT regularly monitor and observe teaching to ensure it is taught consistently and effectively in line with the RWI approach.
- The Phonics lead takes on a 'coaching' role, to provide ongoing support to Reading teachers to ensure a focus on continually developing practice in line with the RWI approach and to ensure lessons are matched to the needs of learners.
- The Phonics lead and SLT use summative data to swiftly identify children falling behind and to identify gaps and barriers contributing to slow progress and put plans in place to provide additional, targeted support for those children to make progress.

Assessment & Monitoring:

Children are assessed throughout every lesson by reading teachers. Reading teachers are continually encouraging participation, but also observing the involvement of all children and in particular 'spot-light' children – those identified from assessments as being targeted for accelerated progress. Each reading teacher assesses the ability of all children in the group to:

- Read 'speed sounds' with confidence
- Spot the 'special friends' in words and read new/review words
- Read words containing new sounds taught with accuracy
- Build speed in reading words
- Read 'alien words'
- Use strategies to read 'longer words'
- Read 'red' words
- Read 'story green' words
- Develop fluency of the book over 3 reads

- Show an understanding of what they've read through answering questions involving different levels of comprehension

Continual, daily assessment is used to inform future lessons for all children and to target 'spotlight' children within lessons around particular needs/barriers identified. Formal assessment is carried out at the end of each half-term, using the RWI assessments and system. Reading teachers trained in 'assessment and grouping' will deliver the assessments and these assessments will be then used to determine the new phonics groups for the next half-term.

At the start of each new half term, Reading teachers will be given a grouping grid, indicating the children in their new group, their sound gaps, a summary of what teaching they need next and an overview where they need to be at the next assessment point. This supports Reading teachers to really pitch teaching at the appropriate level and target teaching in a bespoke manner around the needs of their group to maximise progress.

Inclusion:

SEND pupils are fully involved in RWI lessons as all pupils work in ability groups and teaching is adapted to the rate of progress of each group. If a child with SEND is identified as being significantly below age-related expectations and showing slower rates of progress, then they would be identified as needing intervention to support them with progress in phonics. Their needs/barriers would be identified from their half-termly assessment and plans to address these through 1:1 tuition using the 'RWI fast-track tutoring programme' or interventions from our teacher toolkit would be made and put in place.

Interventions Used to Accelerate Progress:

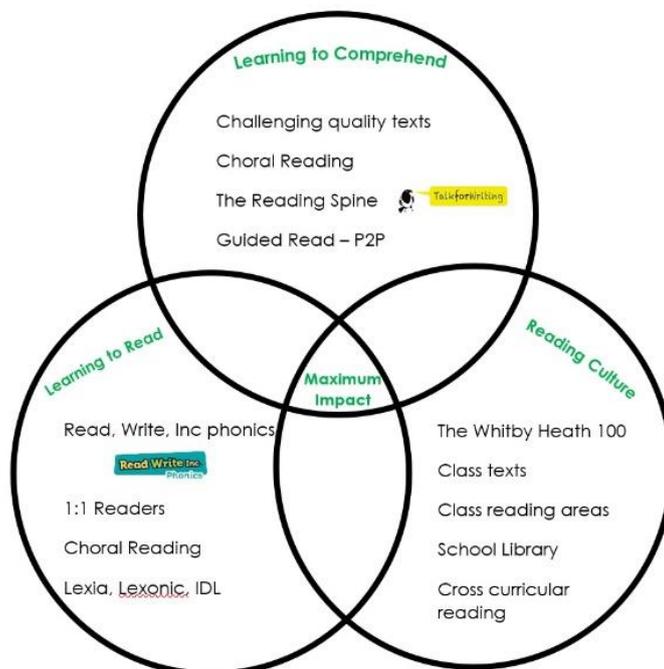
After each assessment has been carried out, children will be re-grouped for phonics and the Phonics Leader will monitor attainment and progress. As part of this, children falling into the lowest attainment within year groups/classes, children with slow progress and children in vulnerable/target groups will be identified and 'catch-up' plans will be put in place for them to support them with identified needs/barriers and targets made. In line with the RWI approach, we plan for and deliver the following interventions to accelerate progress for identified children/groups:

- 1:1 tuition, using the 'RWI fast-track tutoring programme', linked to barriers/needs identified from RWI assessments (For our lowest attainers only)
- Small Group Interventions – Additional practice time, based on barriers/needs identified from RWI assessments/Phonics Screening Check materials
- RWI Virtual classroom
- Additional, afternoon 'Speed Sounds' Lessons

See our Toolkit of Interventions for further information.

Teaching of Reading

Children attending our school start their reading journey with the Read Write Inc. phonics programme that forms solid foundations and decoding skills. At Whitby Heath, the teaching of reading has three strands: learning to comprehend, learning to read and reading culture, which link together for maximum impact.



Comprehension

As a school, we see reading as a valuable life skill that will open many doors for our children. By the time children leave us, they read fluently and confidently for meaning and enjoy reading for pleasure with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for pleasure and purpose. At Whitby Heath, we have adopted the Literacy Company's Pathways to Read programme (**see appendix 1**) as our approach to teaching reading comprehension. Children are taught one unit per half term from Year 2 to Year 6, with all books being well matched to learners' needs and phonetic understanding at an age-appropriate level.

The Reading Spine

Inspired by Pie Corbett from Talk4Writing, the Reading Spine is a set of core books that create a living library inside a child's mind. It is a store of classics and essential reads that help children engage at a deeper level and enter the world of the story. The idea is that the books are read and reread during reading for pleasure sessions to ensure children deepen their knowledge of the books and increase their understanding of how each book links to their understanding of the world, their own experiences and to other books they have read. During reading for pleasure sessions, children are immersed in these high-quality texts that the teacher can then signpost later during writing lessons. The reading spine is regularly reviewed in consultation with colleagues and pupils.

Quality First Teaching

We see our staff as reading leaders who are empowered to develop fluency, oracy and comprehension skills through effective modelling. We have adopted the choral reading approach of reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support. It can provide less skilled readers the opportunity to practice and receive support before being required to read on their own.

Reading in KS2

Pathways to Reading is taught once weekly for 90 minutes to demonstrate reading skills and elicit responses from children about texts. During these sessions, there will always be an element of the teacher modelling reading aloud as well as choral reading as a group or a whole class. Pathways is completed in four stages: drawing on what the children already know, strategy check and vocabulary, reading for a range of purposes and discussing understanding. All lessons will provide children with the opportunity to read to/with their partner to ensure they are further developing fluency without feeling unnecessary pressure reading aloud in a group situation. Formative assessment takes place during these sessions, with teachers circling around the room listening to readers, especially those within the lowest 20%. Children are grouped into four separate groups for guided reading based on reading ability where the teacher assesses the mastery skills through questioning based on the reading domains drawn from the National Curriculum, as per the Pathways to Reading methodology. Two groups will share their written responses to comprehension questions independently, whilst all groups will complete a related follow-on task, specially written by the teacher to maintain a reading focus.

Interventions

Once children are no longer on the phonics programme, they continue choosing book-banded books until they become 'free readers' who can confidently choose their own age-appropriate text to continue to challenge their reading abilities further. Using ongoing formative assessment, staff assess the children's progress along the book bands based on fluency and comprehension. Three times a week, staff will listen to the lowest 20% of readers to further develop reading abilities and encourage frequent practice of their skills to narrow the gap.

All children who are working below age-related expectations read 1:1 with an adult three times a week. Additional specific research-based reading interventions are used throughout school to help children catch up. These include:

- Read Write Inc Fast Track Tutoring and portal
- Lexia
- Lexonic Leap
- Lexonic Advance
- International Dyslexia Learning (IDL)

Developing a love of Reading

Whilst we understand that having secure phonics skills is crucial in developing reading fluency, we also know it is imperative that they enjoy their reading journey to become lifelong readers. "Reading for pleasure is the single most important indicator of a child's success" (OECD 2022)

We strive to develop a reading culture, with teachers modelling their passion for reading, sharing great books and authors. To do this:

- Quality book talk is encouraged between staff and children, and staff and parents. Book recommendations are displayed and discussed in class, with teachers sharing the books they are reading.
- Teachers read aloud regularly to their classes.
- Reading is embedded across other subjects.
- Vocabulary is taught across the curriculum to support children to hear this in context.
- Independent reading is supported and encouraged regularly in school and at home.

Reading leaders actively encourage all staff to value reading for pleasure highly across all subjects and work hard to grow our Reading for Pleasure pedagogy (**see appendix 2**).

- Every classroom has an inviting book corner that encourages a love of reading. We curate these books, regularly updating and organising front facing books and recommended reads to entice children to read a wide range of books.
- In Reception, children have access to the reading corner daily during adventure time (free flow continuous provision) and these books are continually refreshed.
- For our Talk 4 Writing year groups (Rec-Yr3), literacy units are introduced with an exciting reading 'hook' to engage children and encourage them to deeply invest in their learning.
- In EYFS and KS1, children are encouraged to choose their own reading for pleasure book to take home alongside their appropriately levelled decodable phonics book. In KS2, children are supported in choosing banded books appropriate, but not limited, to their reading level.
- All children in school have a home reading record. The parent/carer records comments to share with the adults in school, and staff use this regularly to ensure communication between home and school. Children are encouraged to 'Strive for 5' and are rewarded on Class Dojo accordingly.
- We partner with the [Coram Beanstalk charity](#) to encourage the lowest 20% of readers across KS1 to love stories.
- Reading leads have developed '[The Whitby Heath 100](#)' - a list of the most exciting page turners, that we recommend the children read before leaving primary school. Children are encouraged to reflect on their own reading and share recommendations with their class and their peers.
- The school library is in development to give children a place to engage with reading for pleasure and keep this as a high-profile area around school.

Reading at home

It is expected that all children will 'Strive for 5' - reading at home at least five times each week. Staff encourage this to be a mixture of reading with adult support and independent reading using their book-banded books, magazines, library books, or anything else they enjoy. We encourage parents to acknowledge this with comments in their reading diaries and staff do the same when reading in school.

All children at Whitby Heath read daily in class whether it be on a 1:1 basis or working within group and we use our Class Dojo reward system to celebrate this achievement. Parents/carers receive notifications of this on the Class Dojo app and children also receive a stamp in their Reading Record indicating their total number of reads each week.

Staff change children's reading books on a weekly basis when adults at home have acknowledged this in their reading diaries. The following is communicated with parents to ensure this expectation is clear:

Donaldson- Monday

Seuss- Tuesday

Dahl- Wednesday

Rowling- Thursday

SEND and Inclusion

The Reading framework makes it clear why this is so important: 'Children (with SEND) have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for adulthood.' (The reading framework: Teaching the foundations of literacy, DfE 2021 . Through task adaptation and scaffolding, we attempt to ensure all children have access to this high quality reading teaching.

Task Adaptation

We use to support any child that has a SEND that requires adaptations in order to access the learning in reading. Some children with SEND will require very few or very small adaptations to the main scheme (to meet their sensory needs, for example). However, we highlight the strategies that other pupils need on their Pupil Passport. Examples of task adaptation are as such:

- Oral responses recorded
- Different texts that allow them to read independently used for independent practice
- Peer support with the physical reading of a text

Scaffolding

As part of our quality first teaching of SEND, scaffold is one of the key teaching strategies. However, our children with SEND do need additional scaffolding both in phonics lessons and also within provision and other lessons where they are applying these phonic strategies. Examples of support are as such:

- Modelling of work specifically for a small group of children.
- Sound mats highlighting specific vocabulary for a task
- Broken down instructions for a task.
- Task organiser
- Use of concrete resources (letter cards etc.)
- Additional focused explanations
- Precision teaching of key phonic knowledge.
- Peer support.

Additional strategies for pupils will be highlighted as a part of the SEND strategy meetings and in consultation with other professionals. These form part of a child's pupil passport and support teachers in removing barriers for learning.

Assessment

Formative assessment is an integral part of daily lessons and is the essence of making our pupils make instant progress within their reading. This is done through high-level questioning, discussion, oracy activities and written work. We use live marking and feedback to highlight next steps for pupils effectively. Staff embed reflection opportunities within lessons for pupils to evaluate their own work and that of their peers. Children's work is valued, celebrated and shared. Throughout school, we complete NFER testing and use Question Level Analysis to support planning and target pupils. In Year 6, we use End of Key Stage Data to analyse and the curriculum adapted to the needs of our pupils.

Monitoring and CPD

The monitoring cycle for subjects is mapped out by the SLT team. This can be in the form of reading diary looks, lesson walk-ins, learning walks, pupil voice and staff surveys. All monitoring undertaken is purposeful, with the aim of improving reading and developing the reading curriculum across the school. This is undertaken with the Strategic subject lead for English, with a clear focus that will be explored. The reading audit is completed regularly by the reading team in line with the DFE Reading Framework 2023 update.

CPD is planned for staff throughout the year in line with the whole school development plan. Regular staff meeting time is allocated to reading and phonics updates, with whole school development days scheduled throughout the year. The phonics lead has regular coaching time to work with staff and to lend their expertise. Staff are encouraged to complete their own research to equip themselves with the subject matter, to ensure high quality lessons are being delivered. The reading team will help staff if they require any further support in terms of pedagogical content knowledge.

Impact

- Children will make at least good progress from their last point of statutory progress or from their starting point in Reception.

- By daily reading of stories, influence the progression and love of reading.
- By the end of end of key stage, increase children's knowledge of and ability to retell stories in fluent standard English.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.
- Ensure all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- Improve the % of children achieving at or close to ARE in each cohort in comparison to their starting points and increase 'Greater Depth' at the end of each key stage.

Appendix 1: Key Elements of Pathways to Read by The Literacy Company



Key elements of Pathways to Read

Pathways to Read ensures a consistent approach to reading across the school and ensures that reading skills are taught explicitly and progressively. The programme uses inspiring books and novels that guarantee engaging and purposeful reading lessons.



Detailed whole-class reading plans for each unit to ease teachers' workload



Detailed grouped reading plans to follow on from each whole-class session for year 2 - year 6 (year 1 has whole-class sessions only)



Clear and supportive PowerPoints for each whole-class reading session



Progressive development of reading skills following a mastery approach



Develops reading comprehension skills through the mastery approach



Contributes to the development of cultural capital



Links creatively to the wider curriculum when combined with our Pathways to Write product



Progression document to support mixed age classes



Whole-school text and genre coverage overviews



Reading assessment grids

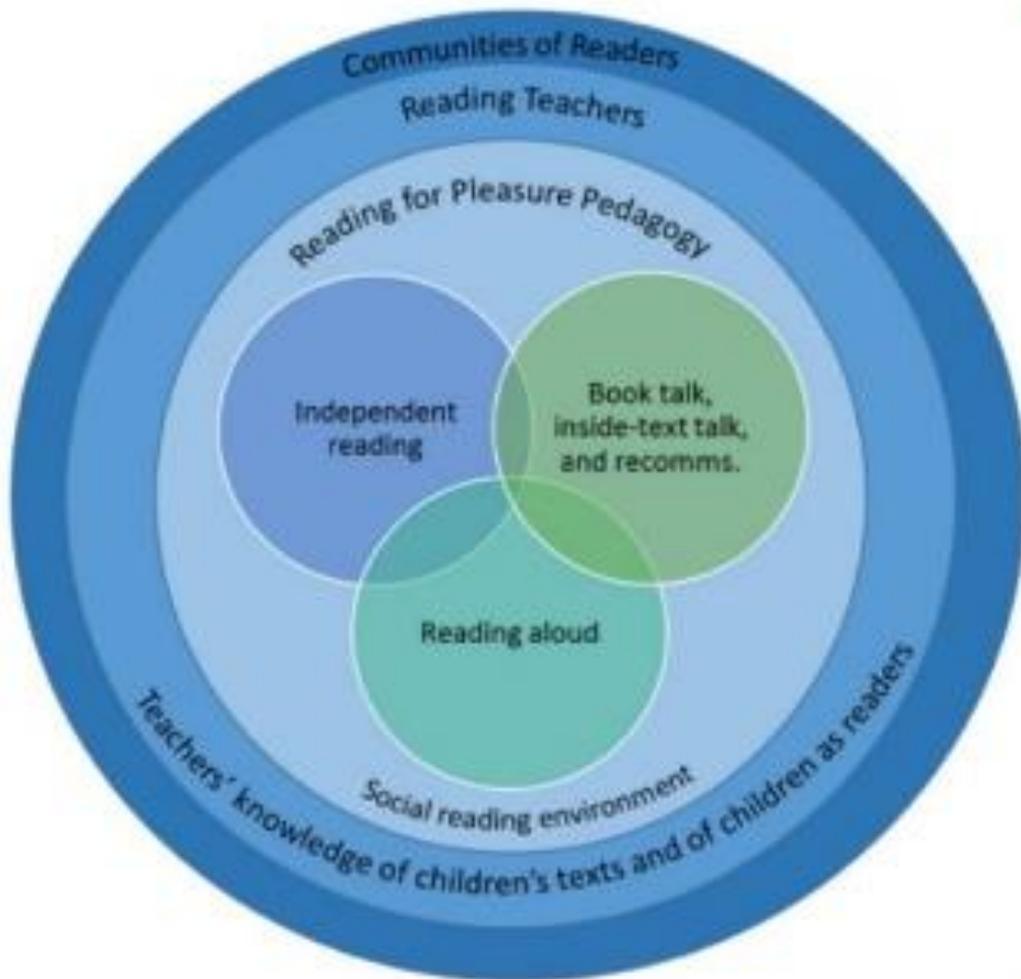


Introductory training materials



Flexible combination of whole-class and grouped reading sessions

Appendix 2: Influencing Reading for Pleasure (Cremin, 2019)



(Cremin, 2019)