

# Lewis Street Reading Offer

## Nursery

### Teacher input:

- autumn and spring 1- Letters and Sounds (Aspect 7)
- spring 2- Set 1 sounds (One sound a week)
- Summer- RWI groups
- WELLCOMM (Vocabulary work)
- Story Time
- Nursery rhymes

### Pupil And Parental Engagement:

- Picture books sent home
- Book bag books
- Relaxing Reading
- Hot Choc Friday
- REAL (Raising Early Attainment in Literacy)
- Parental engagement (Early Skills Workshops)
- Salford Library loans

## Relaxing Reading



Nursery and Reception  
would like to invite you in  
to join our reading sessions  
every Thursday at 3pm!

Please enter through the  
Nursery gate.

Classes will be dismissed at 3.15pm

## Reception

### Teacher input:

- RWI
- Focus text in literacy
- Guided reading
- Story time

### Pupil And Parental Engagement:

- Picture books sent home
- Book bag books- sound blending
- Relaxing Reading
- Hot Choc Friday
- REAL (Raising Early Attainment in Literacy)
- Parental engagement (Early Skills Workshops)
- Salford Library loans

### Interventions

- RWI Fast Track
- Precision teaching
- Daily readers
- Colourful semantics
- Speech and language

### Expected outcomes in phonics:

- Children can recognise and read all **set 1 sounds**: **m a s d t l n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk**
- They can also read words containing these sounds.

## Year 1

### Teacher input:

- RWI
- Focus text in literacy
- Guided reading
- Story time
- Talk through stories (Tier 2/3 vocabulary)
- Get writing

### Pupil And Parental Engagement:

- Picture books sent home
- Book bag books
- Hot Choc Friday
- REAL (Raising Early Attainment in Literacy)
- Parental engagement (Early Skills Workshops)
- Salford Library loans

### Interventions

- RWI Fast Track
- Precision teaching
- Daily readers
- Colourful semantics

### Expected outcomes in phonics:

- Children can recognise and read all **set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy** They can also read words contacting these sounds.
- Children can recognise and read the first **6 set 3 sounds: ea oi a-e i-e o-e u-e** They can also read words contacting these sounds.
- Children can read texts with familiar words at a pace of 60 words per minute

## Year 2

### Teacher input:

- RWI
- Focus text in literacy
- Guided reading
- Get Writing
- Story time
- Novel based Learning
- Guided reading
- Use of VIPERS

### Pupil And Parental Engagement:

- Picture books sent home
- Book bag books
- Hot Choc Friday
- Reading Council
- Pop up library
- Reading Café
- Salford Library loans
- Library Club

### Interventions:

- RWI Fast Track
- Precision teaching
- Daily readers
- Colourful semantics

### Expected outcomes in phonics:

- Children can recognise and read **set 3 sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious cious** They can also read words containing these sounds.
- Children can read texts with familiar words at a pace of 80 words per minute
- children will access the book band system

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equences

## Year 3

### Teacher input:

- RWI
- Guided reading
- Get Writing
- Story time
- Novel based Learning
- Guided reading
- Use of VIPERS
- Reading age and Book band tracked

### Pupil And Parental Engagement:

- Picture books sent home
- Book band books
- Reading Council
- Hot Choc Friday
- Pop up library
- Reading Café
- Salford Library loans
- Library Club

### Interventions

- RWI Fast Track
- Precision teaching
- Daily readers
- Colourful semantics

### Teaching Comprehension Skills

We have daily reading comprehension sessions from Year 2 onwards to ensure that children read age-related texts and answer V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) as our method to explicitly teach each skill.

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence

## Year 4

### Teacher input:

- Novel based learning
- Story time
- Guided reading
- Use of VIPERS
- Reading age and Book band tracked
- SNIP (Dyslexia scheme)
- Oxford Reading Owl

### Pupil And Parental Engagement:

- Book band books
- Hot Choc Friday
- Pop up library
- Reading Café
- Author visits
- Oxford Reading Owl
- Reading council
- Library club
- Reading Buddies
- Salford Library loans

### Interventions

- RWI Fast Track
- Precision teaching
- Daily readers
- Colourful semantics
- SNIP (Dyslexia support)
- Oxford owl reading tree

### Teaching Comprehension Skills

We have daily reading comprehension sessions from Year 2 onwards to ensure that children read age-related texts and answer V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) as our method to explicitly teach each skill.

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence

## Year 5

### Teacher input:

- Novel based learning
- Story time
- Guided reading
- Use of VIPERS
- Reading age and Book band tracked
- SNIP (Dyslexia scheme)
- Oxford Reading Owl

### Pupil And Parental Engagement:

- Book band books
- Hot Choc Friday
- Pop up library
- Reading Café
- Author visits
- Oxford Reading Owl
- Salford Library loans
- Read Theory
- Library Club

### Interventions

- RWI Fast Track
- Fresh Start
- Precision teaching
- Daily readers
- Colourful semantics
- SNIP (Dyslexia support)
- Oxford Owl Reading Tree
- Read theory

### Teaching Comprehension Skills

We have daily reading comprehension sessions from Year 2 onwards to ensure that children read age-related texts and answer V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) as our method to explicitly teach each skill.

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence

## Year 6

### Teacher input:

- Novel based learning
- Story time
- Guided reading
- Use of VIPERS
- Reading age and Book band tracked
- SNIP (Dyslexia scheme)
- Oxford Reading Owl

### Pupil and Parental Engagement:

- Book band books
- Hot Choc Friday
- Pop up library
- Reading Café
- Author/poet visits
- Oxford Reading Owl
- Salford Library loans
- Read Theory
- Library Club

### Interventions

- RWI Fast Track
- Fresh Start
- Precision teaching
- Daily readers
- Colourful semantics
- SNIP (Dyslexia support)
- Reading Boosters
- Read theory

### Teaching Comprehension Skills

We have daily reading comprehension sessions from Year 2 onwards to ensure that children read age-related texts and answer V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) as our method to explicitly teach each skill.

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence

## Defining Reading for Pleasure

“reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else’s request we continue because we are interested in it”

Clark & Rumbold, National Literacy Trust, 2006



## Why reading for enjoyment is important

Children who read for enjoyment made **more progress in maths, vocabulary and spelling**

Institute of Education, 2013

Children who enjoy reading are three times more likely to **read above the level expected** for their age

NLT, 2019

Reading for enjoyment is more important for children's **cognitive development** than their parents' level of education.

Institute of Education, 2013

Children who are the most engaged with literacy have **better mental wellbeing**

NLT, 2018

## Lewis Street Reading Book Bands

Book Band Colour	Oxford Reading Level	Reading Age	PM Benchmark Level
<b>Read Write Inc Programme Bands (2H)</b>			
Initial Sounds	1	<i>N/A during progress of RWI Phonics Programme</i>	<i>1 – 16 N/A during progress of RWI Phonics Programme</i>
RWI	1+		
RWI	2		
RWI	3		
RWI	4		
RWI	5		
RWI	6		
RWI	6+		
RWI	7		
<b>Oxford Book Bands (Lower Library Books)</b>			
Turquoise*	7	7 – 7.5	17, 18
Purple	8	7.5 – 8	19, 20
Gold	9	8 – 8.5	21, 22
<b>Oxford Book Bands (Upper Library Books)</b>			
White	10	8.5 – 9	23, 24
Lime	11	9 – 10	25, 26
Brown (reviews and solidifies reading skills developed in prior levels)	8	7.5 – 9.5 REVIEW	<i>Use to build stamina and review reading skills from prior levels before progressing &gt;&gt;</i>
	9		
	10		
11			
Grey (reviews and solidifies reading skills developed in prior levels)	12		
	13		
	14		
	15	10 -11	27, 28
16			
Dark Red	17	11 – 12 +	29, 30
	18		
	19		
	20		

\*children should start here after completing the RWI phonics programme books in 2H then benchmark as soon as possible

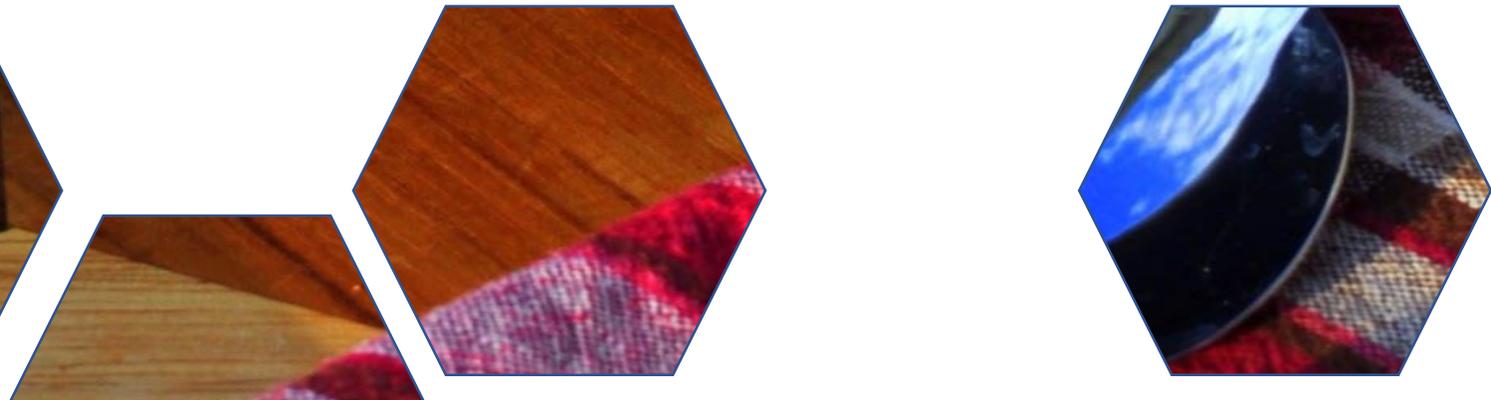
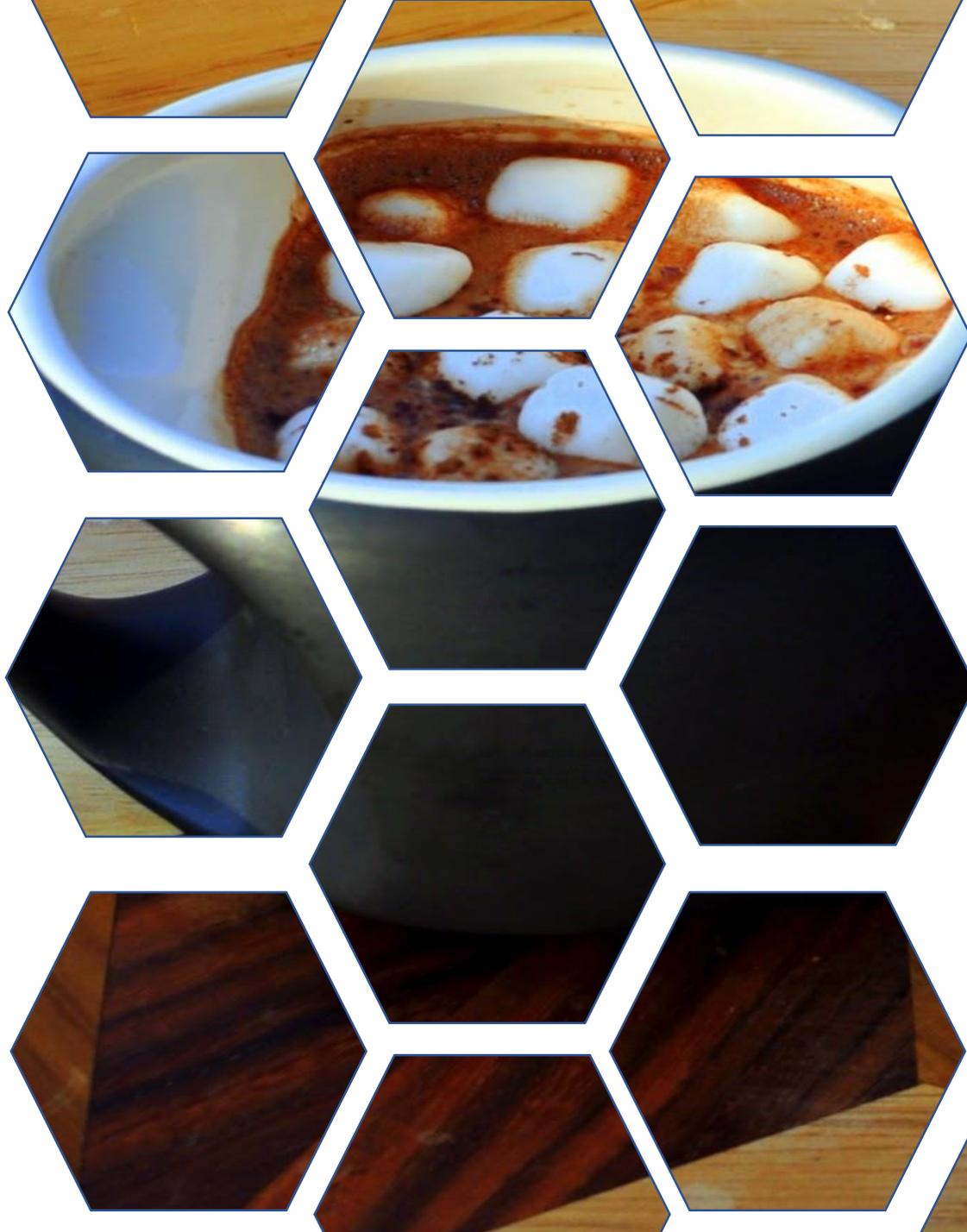
# Hot Chocolate Friday

In a world of words, a challenge set,  
Read five times, don't you forget.

A promise sweet, a cosy feat,  
A Hot Chocolate Friday treat.

One child from each class will be chosen to join in on a 'Hot Chocolate Friday Treat' every Friday at 2:40pm, the chosen child will be collected from class and taken to a secret location. Here they will enjoy a luxuriously smooth and chocolatey delight topped with cream and marshmallows.

You must read 5 times a week to be in with a chance to win this sugary surprise! Let's get reading!



# Relaxing Reading



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