

Our 'Strive for Five!' Reading Programme and Statement of Learning Outline  
The Raleigh Learning Trust

**Quality of Education in Reading at Ambleside Academy**

**Our Intent**

Ambleside Academy is a Reading School. Reading lies at the heart of everything we do and underpins the broad, balanced curriculum we offer to Ambleside pupils. Raising pupils' attainment in Reading is a priority for every member of the school staff, as is developing a love of Reading. Our staff and pupils alike know that diverse and enjoyable Reading opportunities allow our pupils to develop into understanding, tolerant and kind young people. A wider Reading community, and close home-school relationships, are of the utmost importance to us. We understand the key connections between successful, passionate readers and wider life opportunities, including the positive impacts on mental health that a love of Reading can offer. In the knowledge that excellence and enjoyment are reciprocal processes, we strive to enhance and support children's Reading at every possible opportunity - so Ambleside pupils love to read, because they can read.

We understand that for correct Literacy Instruction, our children must be taught the **five foundations of Reading** - which include Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. These **Five Pillars of Reading** are tightly woven throughout our home-grown Reading programme, **Strive for Five!**, to ensure our children have the **skills, knowledge and expertise** to not only be successful readers, but to develop a love of reading as well. This document sets out the clear progression sequence and expectations for the high Quality of Education taught in our Strive for Five! Reading Programme. This programme is tried and tested with strong impact at Ambleside Academy.

The programme includes:

**Our Whole School Reading Spine**

We have created a Reading Spine of Recommended Reads (10 per year group) to provide our children with the opportunity to fall in love with Reading. Our school Reading Spine was developed with staff and pupil input and has a wide range of fiction, non-fiction and poetry for pupils to enjoy. Themes of cultural importance are woven throughout, which staff can identify through the key given, such as: **BAME authors**, **Heritage Texts**, **Female Protagonists** and so on. Additionally, the 5 Plagues of Reading (*Reading Reconsidered*, *Doug Lemov*) were considered when creating the Spine, to ensure children were ambitiously challenged and given the opportunity to become resilient readers.

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*A Snapshot of our Reading Spine*



**Ambleside Academy's Amazing Reading Spine**

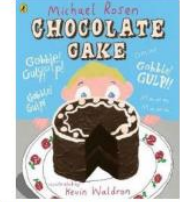

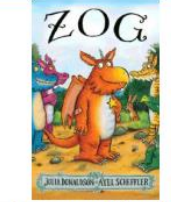
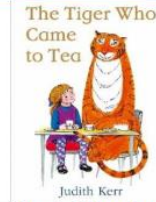
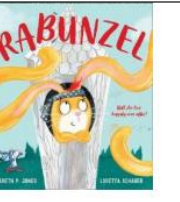

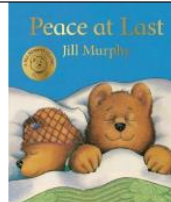
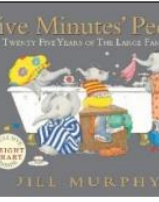
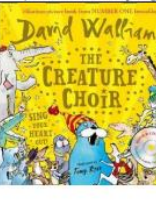
At Ambleside Academy, our Reading Spine has been created to ensure that our pupils are exposed to and can enjoy a wide, diverse range of texts throughout their learning journey at our school. These texts have been carefully selected to include stories and information that will encourage our pupils to become the kindest, most empathetic and most tolerant versions of themselves. These texts have also been chosen to address Doug Lemov's 5 Plagues of Reading, through which children can become resilient readers by engaging with texts where, for example, the author uses old-fashioned, archaic language or the narrators or chronology 'jump around'.

**Key:**  
 Continuity of author  
 Heritage Text  
 Includes a BAME author or protagonist  
 Strong female role model  
 Addresses a social, moral or ethical issue  
 Addresses a 'Plague of Reading'

**Nursery**

**Year 1**

				
<b>Humorous contemporary poem</b> Themes of temptation, overindulgence and forgiveness	<b>Contemporary Picture Book</b> Themes of empathy, friendship, acceptance and celebrating differences Complexity of Plot/Symbol	<b>Contemporary Narrative</b> Themes of resilience, compassion, following your dreams and individuality	<b>Contemporary Narrative</b> Female black protagonist who aspires to be an astronaut. Reference to Mae Jemison. Themes of family, siblings, self-doubt and enthusiasm	<b>Classic Picture Book</b> Complexity of Plot/Symbol Resistant Text Themes of being kind to others and overcoming problems cheerfully
				
<b>Twisted Traditional Tale</b> Themes of female independence	<b>Contemporary Narrative</b> BAME protagonist Themes of dealing with emotions, anger, expressing your feelings	<b>Classic Picture Book</b> Continuity of author Themes of bedtime routines and family love.	<b>Classic Picture Book</b> Continuity of author Themes of anger, sibling jealousy and family love	<b>Contemporary Picture Book</b> Themes of following your dreams and belonging

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### Ambleside's Amazing Animal Family

Our Ambleside Amazing Animal Family supports our pupils to understand and identify the different Reading domains and key skills of Comprehension. Ambleside Animals are referred to at the beginning of explicit Comprehension skill-teaching lessons, and appear on lesson resources, in order for pupils to be able to relate to and understand the Reading domains in a child-friendly, memorable context.

In Key Stage 1, pupils meet the characters:

- Literal Lion, who supports with retrieval skills
- Inferring Ibex, who supports with making inferences (for example, about characters feelings, thoughts and motives)
- Summarising Skunk, who supports with children's understanding of texts as a whole and sequencing events in order
- Dictionary Dachshund, who supports with broadening vocabulary knowledge and dictionary skills
- Predicting Possum, who supports with making appropriate predictions
- Read Out Loud Raccoon, who supports reading out loud for performance, storytelling and using intonation/expression



In Key Stage 2, pupils meet the 'grown-up' versions of the six animals outlined above, plus an additional two to support the KS2 curriculum:

- Comparing Chameleon, who supports pupils to discuss comparisons and contrasts between texts, characters, settings etc
- Authorial Aardvark, who supports with pupils' understanding of the author's role in reading and discussing authorial intent



### A Weekly Snapshot

Pupils at Ambleside have regular opportunities to read, in different formats throughout the week.

In EYFS, English units are based around a book from the Reading Spine. These are texts with high interest from children and ambitious vocabulary. Children have daily Phonics lessons, taught from our Phenomenal Phonics Programme, and daily Guided Reading sessions using our Phonics Friends books. (See our school Phonics Statement of Learning for further details).



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In Year 1, Writing units are also based on a Reading Spine text, using these books as core texts to engage and inspire the children. Children have twice daily Phenomenal Phonics lessons, which includes a Phonics Friend Guided Reading session in the afternoon. During the Autumn term, Year 1 pupils are introduced to twice weekly Comprehension Skills Lessons, where children meet 'Literal Lion' and other members of the Ambleside Animal Family in order to begin comprehension of a phonetically-decodable text at sentence level.

In Year 2, Writing units are also based on a Reading Spine text, using these books as core texts to engage and inspire the children. Children participate in daily Sensational Spelling lessons, to support word-level reading and morphemic awareness. Pupils also participate in Comprehension Skills Lessons 3x weekly to ensure they are exposed to and explicitly taught a range of skills, with the opportunity to independently apply knowledge. Once a week, pupils partake in a 'Speedy Reading Challenge', which is a quiz-style task used as a tool for assessment for teachers, and expose children to a range of question types and skillsets.

In Key Stage Two, Writing units are also based on a Reading Spine text, using these books as core texts to engage and inspire the children. Children participate in 4x weekly Comprehension lessons, including a weekly quiz. The quizzes act as a formative assessment tool for teachers, and support the children with reading at length and practising skills, ready for their end of KS2 Assessments.

### **Structured Storytime**

All pupils across school participate in a Structured Storytime session, at a minimum of 1x weekly. During this session, children are read to by the teacher and encouraged to enjoy the process of storytelling. In upper KS2, pupils read along with the teacher on their school iPads, and are invited to take turns in being the 'reader'. Teachers ask specific, direct questions related to each Ambleside Animal throughout the read, to provoke thoughtful and considered class discussion.





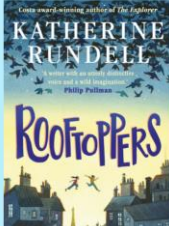




In addition, teachers read class books, voted upon by pupils, regularly throughout the week to expose their pupils to a wide range of texts and embed a love of storytelling.

### **The Structure of a Comprehension Skills Lesson**




The structure of a Comprehension Skills Lesson is clearly sequenced and consistent, from Year 1 to Year 6. This allows our staff to feel confident in planning and

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teaching and allows our children to focus on content rather than lesson structure. The lesson structure of a Comprehension Skills lesson is detailed in the table below:

<p>Introduction to Key Skill of the Lesson and Corresponding Ambleside Animal</p>	<p>Monday 11th September 2023 ARE </p> <p>Today, we are learning to <b>retrieve and record information</b> from a <b>fiction text</b>, using <b>skimming and scanning, text-marking and highlighting</b> skills.</p> <p><b>Literal Lion</b> likes to:</p> <ul style="list-style-type: none"> <li>- <b>Skim and Scan</b> to find key words and answers in the text</li> <li>- <b>Take quotes</b> directly from the text</li> <li>- <b>Double check</b> his answers make sense in the context of the question</li> </ul>  <p><i>Literal Lion</i></p>
<p>Connect – Revisit of Prior Learning</p>	<p>Connect - <b>Definition Matching</b> </p> <p><b>Dictionary Dachshund's Definitions</b></p> <ul style="list-style-type: none"> <li><b>rosette</b>: a performance by two musicians</li> <li><b>aristocrat</b>: a rose shaped decoration, usually made of ribbon</li> <li><b>duet</b>: a person one knows slightly, but not a close friend</li> <li><b>acquaintance</b>: a person of high social ranking, nobility</li> </ul>
<p>Discussion of Current Text</p>	<p>Our Current Reading Text </p>  <p>What has happened so far? Who are the characters? Where is the story set?</p> 
<p>Direct Vocabulary Instruction – focus on word-level reading, morphology and meaning</p>	<p>Key Vocabulary - Fastest Finger x2 </p> <p>contagious national      traditional extravagant      generous guardians</p>  <p><i>Dictionary Dachshund</i></p>
<p>Word Analysis – Explicit teaching of morphemic awareness, based on a key word from the lesson's extract</p>	<p>Word Analysis </p> <p>Analyse <b>contagious</b></p> <p>Define <b>contagious</b>: adjective: to describe something that is transmitted (or passed on easily) by close contact</p> <p>Connect <b>contagious</b> Contextualise</p> <p>connect      congregate      convene</p> <p>Covid 19 was an incredibly <b>contagious</b> virus.</p> <p>The girls had a <b>contagious</b> smile which she couldn't help but pass on to those around her.</p>

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<p>Fluency – Explicit teaching of reading fluently at pace, with expression and intonation</p>	<p><b>Fluency - Read Together</b></p> <p>There was, in the offices of the National Childcare Agency in Westminster, a cabinet; and in the cabinet, a red file marked 'Guardians: Character Assessment'. In the red file, there was a smaller blue file marked 'Maxim, Charles'. It read, 'C.P. Maxim is bookish, as one would expect of a scholar; also apparently generous, awkward, industrious. He is unusually tall but doctor's reports suggest his is otherwise healthy. He is stubbornly certain of his ability to care for a female ward.'</p> <p>Perhaps such things are contagious, because Sophie grew up tall and generous and bookish and awkward. By the time she turned seven, she had legs as long and thin as golf umbrellas, and a collection of stubborn certainties.</p> <p>My Turn,        Our Turn,        Your Turn in pairs.</p> <p>Let's read part of <b>Chapter 2</b> together with fluency and pace.</p> <p>What is intonation and expression? Carefully look at the words and punctuation to understand the emotion intended behind each.</p> 						
<p>Explicit teaching of key skills of the lesson (e.g. retrieval, inference etc.)        Teach, Practise, Apply</p>	<p><b>Taught Content - My Turn</b></p> <p>There was, in the offices of the National Childcare Agency in Westminster, a cabinet; and in the cabinet, a red file marked: 'Guardians: Character Assessment'.</p> <p>In the red file, there was a smaller blue file marked, 'Maxim, Charles'. It read, 'C.P. Maxim is bookish, as one would expect of a scholar; also apparently generous, awkward, industrious. He is unusually tall but doctor's reports suggest he is otherwise healthy. He is stubbornly certain of his ability to care for a female ward.'</p> <p>Perhaps such things are contagious, because Sophie grew up tall, and generous, and bookish, and awkward. By the time she turned seven, she had legs as long and thin as golf umbrellas and a collection of stubborn certainties.</p> <p>1. Where is the National Childcare Agency located? (1 Mark)</p> 						
<p>Challenges are clearly modelled to stretch the children. They encourage them to either recap on prior learning or present their learning in new ways</p>	<p><b>Challenge - Finding Evidence to Support</b></p> <p>Can you help <b>Inferring IbeX</b> find supporting evidence to prove his inferences are correct? One has been done for you.</p> <table border="1"> <thead> <tr> <th>Inference</th> <th>Evidence to Support</th> </tr> </thead> <tbody> <tr> <td>Miss Eliot disapproved of Charles.</td> <td>She "frowned" and "sighed" when talking to him.</td> </tr> <tr> <td>Sophie was tall.</td> <td></td> </tr> </tbody> </table> 	Inference	Evidence to Support	Miss Eliot disapproved of Charles.	She "frowned" and "sighed" when talking to him.	Sophie was tall.	
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**Assessment and External Moderation**

At Ambleside Academy, staff assess pupils progress and success in Reading through various forms of formative and summative assessment.

Opportunities for assessment through quality questioning are woven throughout all Reading lessons. Pupils have regular opportunities to read aloud during daily lessons, to encourage fluency and for teachers to monitor fluency progress. All pupils in Year 2 and above have weekly reading quizzes built into their timetable, as an additional means of formative assessment for staff.

During 'Book Change' on a Friday, teachers ensure pupils have an appropriate text and listen to pupils read aloud an extract of their chosen take-home book.

Once termly, all teachers take time out of class to listen to all pupils individually read an age-appropriate text. This allows teachers to spend quality time listening to pupils read and make accurate assessment about their fluency. These reading sessions are recorded on iPads so that staff can internally moderate on a regular basis, and ensure assessments are correct.

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Staff at Ambleside attend Local Authority moderation workshops and we have staff members who moderate for the LA working in Year 2 and Year 6. This ensures our own assessment processes are up to date and in line with national standards.

Ambleside Academy use National Test-style Standardised Assessments (NTS) from Hodder Education. These termly summative assessments familiarise our pupils with National Test-style Reading papers, whilst measuring termly performance against thousands of pupils nationally. Teachers use these scores, alongside ARE coverage sheets, to ensure children make expected or higher progress throughout the year.

Our ARE sheets are used as a key planning tool for teachers, to ensure all objectives from the National Curriculum are taught, as well as additional aspirational objectives for our pupils to become well-rounded readers. Objectives are colour-coded to match our Ambleside Animal family, for ease when planning.

*An Example Y3 ARE Sheet*

Year 3	
<b>Word Reading</b>	
I can apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning new words that I meet.	
I can give/explain the meaning of words in context.	
I can read aloud age-appropriate books ( <b>Gold and White</b> ) with confidence and fluency, taking into consideration: <ul style="list-style-type: none"> <li>- Tone, volume, intonation and action</li> <li>- Read with expression, taking into account ? ! , " " and ' for contractions</li> <li>- Use a range of strategies, including decoding, to establish meaning</li> </ul>	
I can read aloud age-appropriate books ( <b>Lime</b> ) with confidence and fluency, taking into consideration: <ul style="list-style-type: none"> <li>- Tone, volume, intonation and action</li> <li>- Read with expression, taking into account ? ! , " " and ' for contractions</li> <li>- Use a range of strategies, including decoding, to establish meaning</li> </ul>	
I can read aloud age-appropriate books ( <b>Brown</b> ) with confidence and fluency, taking into consideration: <ul style="list-style-type: none"> <li>- Tone, volume, intonation and action</li> <li>- Read with expression, taking into account ? ! , " " and ' for contractions</li> <li>- Use a range of strategies, including decoding, to establish meaning</li> </ul>	
I can read <b>some</b> Year 3 and 4 common exception words.	
I can read <b>many</b> Year 3 and 4 common exception words.	
<b>Comprehension</b>	
I can listen to, discuss and begin to compare a wide range of fiction, poetry, plays and non-fiction.	
I can read and compare texts that are structured in different ways and read for a range of purposes.	
I can use a dictionary to check the meaning of words that I have read.	
I can orally retell some familiar fairy stories.	
I can identify themes and conventions in a wide range of books.	
I can prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action.	
I can discuss words and phrases that capture the reader's interest and imagination.	
I can recognise and compare some different forms of poetry.	
I can check that the text makes sense to me and discuss my understanding.	
I can ask questions to improve my understanding of a text.	
I can infer characters' feelings, thoughts and motives from their actions.	
I can predict what might happen from details stated.	
I can understand what a front cover and blurb can tell you.	
I can identify the main ideas drawn from a short passage and summarise these.	
I can order events which have happened in a text.	
I can record and retrieve information from <b>non-fiction</b> texts by skimming and scanning. <ul style="list-style-type: none"> <li>- Use text-marking</li> <li>- Use skimming and scanning skills</li> </ul>	
I can record and retrieve information from <b>fiction</b> texts by skimming and scanning. <ul style="list-style-type: none"> <li>- Use text-marking</li> <li>- Use skimming and scanning skills</li> </ul>	
I can participate in discussions about books that are read to me and those that I have read myself, taking turns and listening to what others say, including using parts of the text to support discussions.	

**Reading at Home and Book Banding**

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At Ambleside Academy, we expect our pupils to read four times a week at home. Children return their Purple Reading Folders each and every Friday, to have their reading diary checked and stamped by their teacher, and swap their home-reading book.

At Ambleside, our banded books follow the Oxford Colour Banding system. We have invested in high-quality, high-interest texts for all year groups to ensure pupils are excited about the texts they can take home and are motivated to read. We have clear outlines and expectations for the stages and levels children should be working on to be making expected progress throughout the year.

Book Banding



Colour	Stage Number Equivalent	To be Age Related at:
Pink	1	EYFS
Red	2	EYFS
Yellow	3	End of Reception
Light Blue	4	Year 1
Green	5	Year 1
Orange	6	End of Year 1
Turquoise	7	Year 2
Purple	8	Year 2
Gold	9	End of Year 2
White	10	Year 3
Lime	11	Year 3
Brown	12	End of Year 3
Grey	13	Year 4
Dark Blue	14	End of Year 4
Dark Red	15	End of Year 5
Black/Free Reader	16	Year 6

Pupils working on our Phenomenal Phonics Programme additionally take home a 'Phonics Friend' book. These books directly link with the grapheme-phoneme correspondences that the children have been learning in their Phonics lessons that week. The texts are entirely decodable and therefore allow pupils to practise and 'show off' their reading to parents and carers at home, whilst increasing confidence and fluency. We believe that at-home reading should be a chance for our pupils to shine and consolidate knowledge learnt at school.

Year 6 pupils, and all 'Free Readers' who are reading above a Dark Red Stage, can select their own books from our Imagination Library. This is a pupil-managed space with a diverse selection of texts for pupils to choose from.



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In addition, our Sharing Shed on the playground provides an opportunity to share books further with the school community. Parents and children can donate books to the Sharing Shed, and take as they please. The Sharing Shed's doors are open at every drop-off and pick-up time to ensure pupils and parents alike can use it at their leisure.



### Reading Rewards

To uphold and enrich our school culture of Reading, Ambleside Academy offers termly Reading Reward competitions. These involve the whole school and so pupils from EYFS to Year 6 strive to read as many times as possible during each week to collect rewards. In the past, these competitions have included:

- Golden Toy Shops, where pupils who read 4 times or more during the week receive a golden ticket to spend at the 'Toy Store' in the Assistant Principals' office
- Donut Parties, where pupils collect 'Donut Stamps' for regular reading and the highest stamp-earning classes receive a box of donuts and a Class Party
- Ice Cream Rewards, where pupils collect 'Ice Cream Stickers' and the highest sticker-earning classes are visited by a local ice-cream van to enjoy during an afternoon of games on the field

In addition, each class has a weekly Brilliant Bookworm reward. Brilliant Bookworm Baskets, containing all ten of the books on the corresponding year group's Reading Spine, are kept in the Reading corners of every classroom. Once a

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week, teachers select a star reader, or 'Brilliant Bookworm', of the week, to choose a book from the basket, take it home and review it for the class Bookworm scrapbook. This raises the profile of our school Reading Spine within the classroom, as well as celebrating excellence in Reading and the pleasure of reading at home.

### **Our School Libraries**

At Ambleside Academy, we have two main libraries. Our Imagination Library, filled with an exciting, diverse range of texts - where children can see themselves in the texts they discover there. Our Knowledge Library is a space for pupils to access knowledge-rich non-fiction texts to support and enrich learning across the curriculum. Both spaces are pupil-managed by our school's wonderful Pupil Librarians.

Reading areas/corners are a priority in our classrooms to foster a love of Reading and storytelling further. Books are changed regularly by class librarians, to keep the zones exciting and fresh.

### **Adapted Curriculum and Interventions**

At Ambleside, we have high expectations for all pupils. We provide an adapted curriculum, which exposes children working significantly below the expected standard to all the skills needed in order to master the five pillars of Reading. Although the texts may differ, to match learning needs, pupils encounter the same ambitious formula for learning as their peers, to be as successful as possible. This includes:

- Direct vocabulary instruction
- Whole-word reading
- Fluency starters
- Explicit teaching of all key Reading skills

Our Strive for Five! Reading Programme includes a Phonics into Reading intervention, that supports Phonemic Awareness and Phonics into sentence-level comprehension. This intervention follows the same lesson structure as all others, but is delivered on a 1:3 basis to ensure accelerated progress in Reading for those who need it.

Following NTS assessments, Hodder Education's Shine package provides pupils with targeted specific interventions after gap-analysing the pupils' papers. TAs deliver Shine reading interventions in focussed groups during the afternoons, to those pupils

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who need to make accelerated progress in one or more areas of the Reading domains.

For pupils making slower steps of progress in Reading throughout KS2, and where targeted Phenomenal Phonics interventions have not been successful, Ambleside Academy follows the Reading Fluency Programme Intervention. This Programme, devised by HFL Education through Priority Literacy, is delivered by specialist trained Teachers and TAs to groups of 6 pupils, supporting them with Reading fluency. The programme is underpinned by the principle that where prosody and fluency are taught explicitly and effectively, through echo-reading and text-marking, children make excellent progress in their comprehension skills.

Our Speech and Language Intervention, Let's Listen!, supports children with poor oracy skills through allotted time on a 1:1 basis to focus on individual learning needs. We believe that when children have a firm foundation in the first pillar of reading, Phonemic Awareness, then they will begin to make excellent progress in all other areas.