



Northway Infant & Carrant Brook Junior Schools

#togetherweSHINE



WIDER READING STRATEGY

At our schools, reading is at the heart of learning. Our Wider Reading Strategy ensures that pupils engage with high-quality literature across multiple contexts, building fluency, comprehension, cultural awareness and character.

Readers' Theatre

In reading, we **SHINE** through the use of **Readers' Theatre**, a performance-based reading strategy that develops pupils' fluency, comprehension, vocabulary and confidence. Pupils engage in regular opportunities to read aloud and perform texts with expression, building their understanding of punctuation, authorial intent and meaning through strategies such as echo reading. The approach also strengthens oracy skills as pupils practise expressive reading and collaborate with peers to bring texts to life. A clear feedback matrix supports pupils in refining their performance and developing as confident readers. Through this shared, engaging experience, Readers' Theatre increases motivation and enjoyment of reading while fostering collaboration, shared success and a positive classroom climate.

The purpose of Readers Theatre is to **ENGAGE**, **DELIGHT** and **ENTERTAIN** your audience!

Read with an ACCENT	VOLUME read softly read individually	VOLUME read loudly read in unison	Use SOUND EFFECTS
PAUSE to build suspense/tension	PACE read slowly	PACE Read quickly	Read with EXPRESSION
Consider FORMALITY	TONE of voice convey attitude	Read CLEARLY	Use the PUNCTUATION
Read the ITALICS	Use ACTIONS	Include MOVEMENT or GESTURES	Use FACIAL EXPRESSIONS

The Pearson Bug Club Comprehension guided reading programme

To support pupils in developing deeper comprehension skills, we use the **Pearson Bug Club reading strategy**, which focuses on key reading domains including vocabulary, retrieval, inference, deduction, prediction and summarising. The scheme offers inspiring books to keep all pupils engaged, including poems, historical fiction, stories with humour and non-fiction articles. Teaching of reading centres around one text for the whole class, so that all children access the same text regardless of their decoding ability. Pupils are taught to approach texts using the consistent language of **"Looking, Clueing and Thinking"**, which supports them in developing increasingly sophisticated reading skills.



Looking questions focus on **retrieval and vocabulary**. Pupils are taught to return to the text to locate key information, identify important details and understand the meaning of words and phrases in context. Teachers model how to scan the text carefully and use evidence directly from the text to answer questions.



Clueing questions develop **inference and deduction**. Pupils learn to read between the lines by identifying clues within actions, dialogue and descriptions. Teachers explicitly model how to combine evidence from the text with prior understanding to explain characters' feelings, motivations and relationships, encouraging pupils to justify their answers with evidence.



Thinking questions promote **higher-order comprehension**, including **prediction and summarising**. Pupils are encouraged to reflect on what they have read, identify key ideas and themes, summarise the main points of a text and make reasoned predictions about what may happen next. These questions encourage pupils to combine textual evidence with their own thinking and interpretation.

Together, these three question types create a clear progression in comprehension: pupils first locate and understand information, then infer meaning using textual clues and finally reflect, evaluate and predict, enabling them to develop deeper understanding and independence as readers.

At-a-glance mapping table

- ✓ ✓ main focus
- ✓ secondary support

Reading Skill	Looking	Clue	Thinking
Vocabulary	✓	✓	
Retrieval	✓ ✓		
Inference / Deduction		✓ ✓	✓
Prediction		✓	✓ ✓
Summarising			✓ ✓

Class Reader

In our **Class Reader** sessions, pupils listen to an expert reader, engaging with texts that are above their independent reading ability. This approach builds vocabulary, exposes pupils to a range of genres and authors’ styles, and supports the transfer of reading into writing. Through daily stories, pupils explore classical, modern, historical, cultural, traditional fairy tales and adventure texts, broadening their literary knowledge and appreciation. The Class Reader also introduces the ‘Favourite 5’ books, encouraging pupils to develop personal reading preferences while deepening their understanding of authorial intent, narrative structure and storytelling techniques.

Independent Reading / Reading for Pleasure

Pupils have regular access to the **school library**, where they can choose books that interest them while developing their identity as independent readers. All books are carefully levelled using a book banding system, which aligns with National Curriculum levels and ensures consistent progression across a range of reading schemes. The banded levels gradually introduce children to more challenging texts, supporting the development of fluency, comprehension, and confidence. By combining carefully selected texts with opportunities for personal choice, pupils are encouraged to develop their own reading style and cultivate a lifelong love of reading, supported further by initiatives such as ‘Story Sacks’ and dedicated reading-for-pleasure time.

Disciplinary Reading

Through **Disciplinary Reading**, pupils are taught to read as a historian, scientist, or specialist in another subject, using texts to **build knowledge and deepen understanding**. This approach encourages reading for purpose, helping children engage with wider world issues, explore different cultures and develop a broader perspective on global and societal topics. Each subject has a dedicated selection of books that support learning, with a Wishlist cross-referenced to subject planning shared with parents to encourage donations and expand access. This ensures that reading extends beyond English lessons, fostering a culture where pupils use reading as a tool to **learn across the curriculum** and deepen their understanding of key concepts and ideas.

Character Building & School Values

Our ‘Spotlight’ Assemblies support reading across the school by showcasing books that **SHINE**, including the latest releases, award-winning titles and texts recommended by leading Literature Festivals. These assemblies highlight high-quality literature, inspire pupils to explore new authors and genres and encourage discussion that extends their thinking and enjoyment. They also play a central role in **developing pupils’ character and understanding of British and school values**. Through carefully selected texts, pupils explore themes such as courage, respect, inclusion and standing against bullying, developing empathy and understanding of protected characteristics. Literature in assemblies supports self-development, a sense of belonging within the community and a commitment to supporting others, helping pupils see how their actions contribute positively to the wider world while fostering a lifelong appreciation of reading.