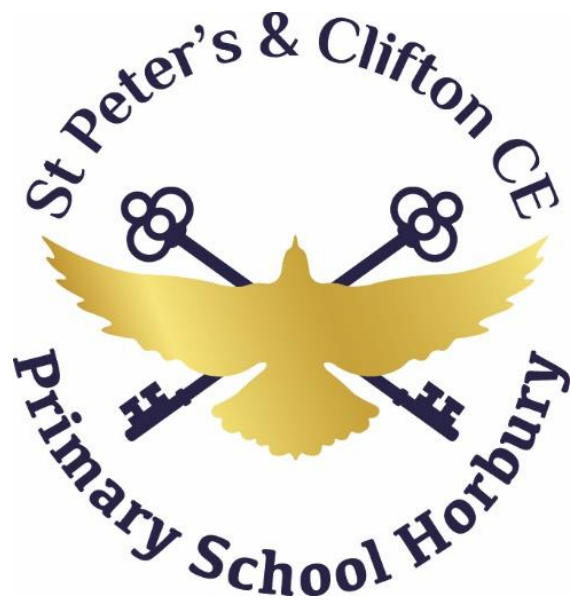




Reading Policy

Last updated: January 2022

To be reviewed: January 2022

Signed by:

Alison Halley

Headteacher

Date:

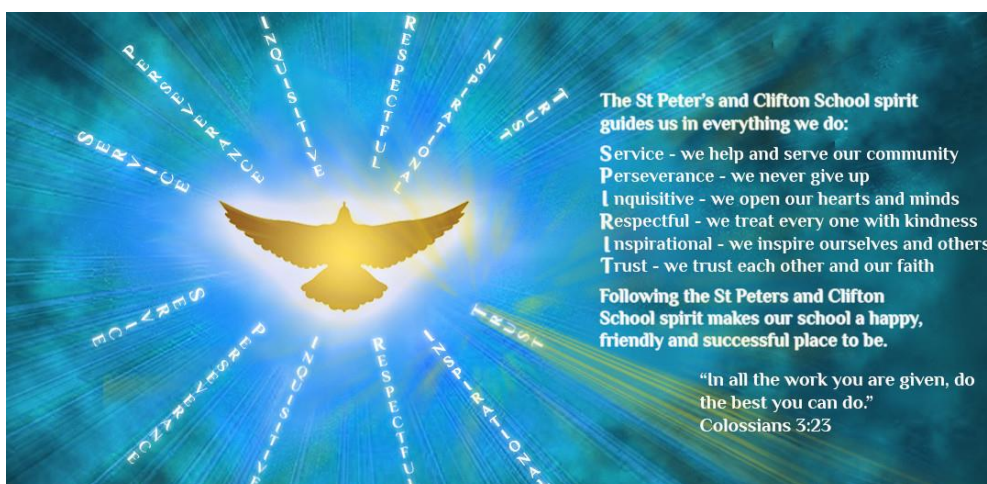
Andrew York

Chair of governors

Date:

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Phonics and Early Reading (Foundation Stage, Year 1)

Intent

Phonics (reading and spelling)

At Horbury St Peter's and Clifton, 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/Reception 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.

As a result, all our children are able to tackle any unfamiliar words as they read. At Horbury St Peter's and Clifton, 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 Horbury St Peter's and Clifton School, 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 Reading Leaders (Suzanne Shires, Rachel Kidd and Hannah Goodrich) 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.

Implementation

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
 - 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 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

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 or 3 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.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week:
 - These are taught by a fully trained adult to small groups of approximately six children;
 - ‘Collins Big Cat’ books are 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’
 - The class teacher, who rotates and works with each group on a regular basis, monitors all children.
- 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
 - 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.

Home reading

- The decodable *Collins Big Cat* reading practice book is taken home to ensure success is shared with the family.

- Sharing books also go home for parents to share and read to children.
- We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics; the benefits of sharing books; how children learn to blend; and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.'
(OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Horbury St Peter's and Clifton and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.

- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The *Little Wandle Letters and Sounds Revised* placement assessment is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through:
 - their teacher's ongoing formative assessment
 - the Little Wandle Letters and Sounds placement assessment
 - the appropriate half-termly assessments.

Further Reading (Year 2-6)

Intent

At Horbury St Peter's and Clifton Primary School, we intend to instil the "St Peter's Spirit" in all our children. The teaching of phonics and reading in particular encourages our children to value the importance of:

Inspiration, Inquisitiveness and Perseverance

as they explore the world of books and reading while applying their skills to become lifelong readers.

We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and our intent is to promote the following:

- To foster a love of reading and enjoy reading for pleasure
- To develop curious learners who read confidently and fluently and seek to acquire knowledge independently
- Give our children the reading skills they need to access all areas of the curriculum.

At Horbury St Peter's and Clifton, we consider ourselves a community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- Story time
- Opportunities for silent reading time
- Shared and guided/whole class reading
- Providing exciting reading areas that inspire our children to read
- Reading with the individual children who need our support the most

We believe that every child should be able to immerse themselves in a book and feel represented, valued and celebrated.

Implementation

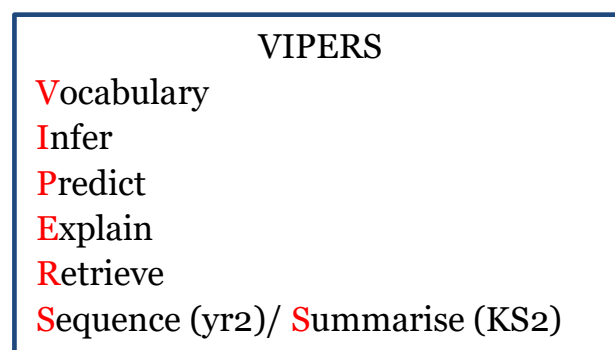
The Teaching of Reading

Reading is a multi-strategy approach in understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real

world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should:

- Develop the ability to read aloud with expression;
- Develop the ability to read silently fluently and with stamina
- Develop the ability to read for meaning;
- Be encouraged to read a wide range of fiction, poetry, non-fiction and materials from other sources;
- Be taught a range of skills for understanding texts using VIPERS



These are to be taught during guided and whole class reading.

Whole Class Reading

In whole class reading the teacher's role is to teach the skills the children need to become good readers and encourage children to be actively involved in reading in the moment. During whole class reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text. Whole class reading should have a specific focus and all children should be included where possible.

Careful study and immersion in whole class reading takes place four times a week and also through the reading of information texts related to other curriculum areas. Whole-class reading is taught using highly-engaging and challenging reading materials. Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS. It is also necessary to have additional sessions for the explicit teaching of comprehension and SPAG skills. Provision is made for children who require extra support through specific intervention programmes and differentiated class teaching/independent tasks.

Frequency of Reading Sessions

Implementation of Reading Summary		
Year Group	Reading sessions per week	
Year 2	Whole Class Reading (plus Little Wandle intervention)	x4
Year 3	Whole Class Reading	X4
Year 4	Whole Class Reading	X4
Year 5	Whole Class Reading	X4
Year 6	Whole Class Reading	X4

Independent Reading

Children are given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

There is daily opportunity for periods of silent reading time where Everyone is Reading In Class (ERIC). Eric time allows everyone to stop and enjoy a period of silent reading and promotes the love of reading.

Children should have access to a wide range of books including fiction and non-fiction via their reading areas and library as well as from texts brought in from home.

Book areas are of tremendous importance. They are inviting, engaging places for children to enjoy developing their reading skills. Selecting their own choice of texts is an important part of developing pupil independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences; a vital skill for GD readers at both key stages.

Children will be given access to books at an appropriate colour-banded level, which is in line with their phonic/reading ability, and they will take these home on a daily basis along with their reading record. Children's individual reading at home will be monitored by staff and supported by classroom assistants. Children should be encouraged to keep a record of books that they have read within their reading record book. Each time a child reads at home, a comment should be written in the reading record. Where children do not read regularly at home, teachers will arrange for them to read individually at school to parent helpers, classroom assistants or older children.

Throughout school, home reading record books will be collected once a week to monitor each child's reading and give out reading raffle tickets in line with our whole-school reading reward scheme 'Read to Succeed'.

The Reading Environment

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. Examples of such displays may include – book corners, collections of favourite books attractively displayed, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

Key Reading Resources in School

- Colour banded books for home reading from a variety of sources including *Bug Club*, *Jelly and Bean*, *ORT* and *Dandelion Readers* as well as a range of regular children's books.
- *Collins Big Cat* books used in reading practice sessions in Reception and Year 1 to support the *Little Wandle Letters and Sounds revised* programme
- *Collins Big Cat* E books available online for Reception and Year 1 children
- Whole class sets of books from a range of authors.
- Reading Eggs (from year 2 onwards) – Each child within school has online access to Reading Eggs, which provides a wide variety of online reading books that can be accessed both at home or at school. The use of Reading Eggs is encouraged by all staff and monitored weekly. Children receive golden eggs for the progress they make.

Reading Intervention

Children who are within the lowest 20% of the class and/or SEN will read to an adult at least three times a week.

Individual class teachers will use either the guided reading banded books or Little Wandle keep up programme for interventions. Guided reading banded books will be used for fluency, stamina and comprehension, whereas Little Wandle would be used for phonics. Children may be assigned 1:1 time or work in small groups based on provision map targets. Consultation with the school SENCO is essential to ensure children are placed on programmes appropriate to their needs.

Speed Reading

As pupils learn to read, they move through three crucial stages: decoding, visual recall, fluency. Once a word has been read and understood on multiple occasions, it

will become automatic for them to read and understand and this is how reading fluency is developed.

Our school speed reading resources supports pupils with improving their reading speed and stamina based on the three crucial principles above. The standardised speed reading tests are used at the start of the year to baseline all KS2 pupils (Year 3-6) and find out their initial reading rates. By the end of KS1, pupils should have a reading speed of 90 words per minute; anyone who has a reading rate of less than 90 wpm will be chosen for the speed reading intervention. This intervention will take place x3 a week for 10 minutes and can take place as part of any subject. These children will then be assessed for their reading stamina x3 a year.

Greater Depth Readers

Challenge for our greater depth pupils is provided through careful planning and questioning within sessions. Whole class reading texts are selected with the ability to challenge and extend the most able readers. There are books within each classroom to challenge able readers and children are able to select the books they wish to read.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. We strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record books.

When updates are required, parents are informed via the school website and newsletters.

A school handbook "How we read at St Peter's and Clifton" will be available for all adults who hear children read in school. This will ensure that everyone is using the same techniques for teaching reading.

Impact

Assessment and Recording

Formative Assessment

As part of the ongoing teaching and learning process, teachers will assess children's understanding, achievement and progress in reading against the national curriculum objectives on OTrack. Assessment may be based upon a variety of evidence including

observation, questioning, informal testing and the marking and evaluation of work. This will inform day-to-day teaching and learning and provide feedback to children. OTrack is used to record these judgements every term.

Purple = Taught and working at greater depth

Green = Taught and understood

Orange = Taught and showing signs of understanding

Red = Taught but not understood

Grey= Not taught or pupil was absent

Summative Assessment

Summative assessments are entered into OTrack at the end of each term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, working towards or working at greater depth. Reading assessments are completed termly to provide another piece of evidence to support their summative assessment judgement. These are analysed by teachers and used to inform future planning.

Reading Assessments			
Year Group	Autumn	Spring	Summer
Year 1	N/A	NFER	NFER
Year 2	NFER	NFER & SATs	End of KS1 Statutory assessment
Year 3	NFER	NFER	NFER
Year 4	NFER	NFER	NFER
Year 5	NFER	NFER	NFER
Year 6	SATS	SATs	End of KS2 Statutory assessment

At Horbury St Peter's and Clifton Primary School, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. By the time children leave Horbury St Peter's and Clifton, they are competent and confident readers who have the skills needed to be lifelong readers. They can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. We promote reading for pleasure as part of our reading curriculum and children are encouraged to develop their own love of genres and authors. They also read books to enhance their knowledge and understanding of all subjects in the curriculum, and communicate their research to a wider audience. Our intended impact is that all pupils are academically prepared for life beyond primary school.

*Reading allows all children to become immersed
in other worlds...both real and imagined!*