



# Little Sutton Primary School Reading Policy

## Intention

Little Sutton Primary School is determined that every child will learn to read, regardless of background, needs or abilities. We want our children to be fluent, confident readers. They will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and engender a genuine love of reading and a keen interest in a range of texts. We work to inspire them to become life-long readers who enjoy books and have a desire to read for pleasure.

In order for the children to have the will to read, and be able to read to learn, they need to have secure skills in reading so that they can read with fluency and comprehension. Reading is at the heart of our whole curriculum underpinning every subject area. We want every child to read widely, and to gain a rich knowledge across the curriculum. By offering a wide range of texts we aim to broaden their minds and experiences to allow them to empathise with the world in which they live and support the development of their cultural capital. Reading is such an important life skill that it is imperative we enable them to become independent readers who can easily process information, fully engage in all learning and be well prepared for their next stage of their education.

By the end of KS1, children will be fluent at decoding, and by the age of 11, we aim for children to be able to:

- read with confidence, fluency and good understanding, drawing upon a range of independent strategies to self-monitor and correct;
- have an interest in a wide range of reading materials and read spontaneously for enjoyment and pleasure;
- read confidently to acquire information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading;
- meet age related expectations for reading, with the aspiration to exceed them.

## Implementation

### ***Reception and Year One***

We teach early reading through the systematic, synthetic phonics programme Little Wandle Letters and Sounds Revised. Right from the start of Reception children have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in Year One to ensure children become fluent readers.

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:

- o 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.
- o 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.

The phonic programme exceeds the expectations of the National Curriculum and Early Learning Goals with clearly defined expectations set out term by term. The phonic progression identifies the grapheme phoneme correspondences (GPCs) and tricky words taught every week. A new sound is taught on four days of the week, with a review of the sounds taught for the week on the fifth day.

Lessons follow the format of:

- Recall and review - short, pacy review of prior learning;
- Teach - introduction of new learning with strong teacher modelling;
- Practise and apply - children practice and apply the learning;
- Review of key learning - reinforcement of the key learning and addressing any misconceptions identified during the lesson;
- Apply to reading - children then apply their phonic skills to reading fully decodable books matched to their reading ability.

### **Daily keep up lessons**

- The teacher will check that all of the children are keeping up in the lesson and will have the lowest 20% of children in their eye line.
- If children do not grasp the grapheme/phoneme correspondences and tricky words in the lesson, 1-1 intervention will take place on the same day, to ensure any misconceptions and weaknesses in learning are addressed. These sessions are taught by a fully trained adult. Keep up sessions match the structure of the class teaching and use the same procedures, resources and mantras, but in smaller steps with more repetition. This is so that every child is secure with their learning and enables them to keep up with the expected progress.

### **Application of Phonics to Reading**

All our reading books are aligned to Little Wandle Letters and Sounds and are fully decodable, following the progression in our phonic programme. When selecting a book for a child to read, we ensure that it is carefully matched to the letter-sound

correspondences they have learnt, so they can confidently, and effectively, apply their phonic knowledge. Children continue to be taught phonics until they become fluent readers.

Phonics is the way we teach decoding skills, in order to give children the most efficient method to read words and one which will set them up for life. In the phonics sessions and throughout the day, children have opportunities to practise applying their phonic skills and to read words with the new grapheme, phoneme correspondence. This enables the learning to be committed to their long-term memory.

In Key Stage 1 there are three reading practice sessions each week. In these sessions we teach the application of reading skills. The children read in groups with fully decodable books, carefully matched to the children's phonic ability.

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:

- o decoding
- o prosody: teaching children to read with understanding and expression
- o comprehension: teaching children to understand the text.

Each reading practice session will begin with a pacey review of graphemes, tricky words and practice of fluent reading of words which will appear in the book. The children will already know these from their phonic lesson, but the review will enable them to have these sounds and words at the forefront of their working memory.

In the comprehension session the teacher will focus on a particular domain. (Please see appendix 1). There will be a common theme in each reading practice session of developing fluency. The children will read the same book in each of the three sessions. They will then take home the book they have read at school after each reading session to practise reading fluently.

In Reception these sessions start in Week 4. Children who are not yet blending, have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

### ***Reading in Year Two***

The structure of the reading practice sessions continue in the same way as in Reception and Year One. Children read three times a week, with all activities being well planned with a clear intention. In addition, children have a reading comprehension lesson once a fortnight. To further foster a love of reading, once children have a secure knowledge of the phonic code, they will read books at age related expectation, matched to their ability; these will include a range of different authors and genres.

### ***Reading in Key Stage Two***

Children are organised into groups with others of a similar reading ability. Each reading group have a reading practice session led by an adult at least once a week. The focus of these sessions continues to be a specific reading skill, with all skills being revisited regularly throughout the year.

There are 4 reading sessions per week timetabled as follows:

<b><i>Week 1</i></b>	<b><i>A Big Reading lesson and a reading comprehension lesson</i></b>
<b><i>Week 2</i></b>	<b><i>Three reading practice sessions and a reading comprehension lesson</i></b>

### **Big Reading Lessons in Key Stage 2**

- Teachers ensure each session is well planned, with the text read previously by the teacher, the intent identified for the lesson and questions/ activities specifically planned for both teacher and teaching assistant.
- Teachers make sure resources are readily available to support delivery of reading practice sessions, e.g. post it notes/whiteboards for children to record ideas/complete fast finisher activities.
- Texts used for these sessions can vary depending on the focus, but are carefully matched to the reading ability for the group. They can include excerpts from texts, poetry, short stories, longer texts from the book boxes or other suitable materials.
- To enable effective and detailed discussion teachers provide pre-reading tasks so the children are already familiar with the texts they will be discussing.
- Every half term, teachers provide the opportunity for children to read and share their own books, so the focus is on what the children are like as readers, with opportunities to discuss preferences and suggest possible ways to broaden their reading diet.
- Teachers ensure time is also provided to model effective fluency and expression and children are given the opportunity to practise this too.

### ***Independent Reading***

Children are given dedicated time to read independently in school. Their chosen book is used as a home reader to encourage the children to become immersed in that text. Teachers have been trained in order that they know every child in their class as a reader and encourage them to select different genres and books written by a variety of authors.

## **Reading Throughout the School**

### **Reading Owls**

We use Reading Owls to support the children's understanding and development of specific skills required to become confident and competent readers. Reading Owls are displayed in each classroom and are used in lessons to help the children focus on and understand which particular skill they are developing in that lesson.

### **APE – Answer Prove Explain**

When focusing specifically on reading comprehension, we use texts appropriate for the year group with cross curricular links where possible. To develop the comprehension skills we use the APE (Answer, Prove, Explain) technique during both whole class sessions and reading practice sessions. This method is embedded throughout the school and across the curriculum. Every classroom has prompts on display to support the children develop these skills.

### **Daily Read Aloud**

Every day, in every class, an adult reads aloud to the children. We choose a wide variety of texts from our reading spine which has been designed so children can listen to a breadth of different genres and authors, whilst also developing a real love of reading. Where possible the book is above the level the children can access independently to expose them to more ambitious vocabulary.

### **Reading Across the Curriculum**

Reading is promoted and developed across the curriculum and specific vocabulary is explicitly shared with the children within each unit of work, to develop children's understanding of these key words.

Each week children are taught specific words (tier two vocabulary) in vocabulary lessons. These words are ambitious and are usually selected from the whole class text the children are reading at that time. These words are practised and revisited daily.

Subject specific vocabulary (tier three vocabulary) is also identified for each foundation subject unit and included in a grid, which is shared explicitly with the children throughout each unit of work.

Every month, we launch a whole school 'word of the month'. This is shared with the children during an assembly, along with its definition, context, synonyms and antonyms. These ambitious words are promoted throughout school and the children are encouraged to apply the word orally in conversation and incorporate the words in their writing.

## **Reading for Pleasure**

### ***Reading Challenge***

In order to promote reading for pleasure and to encourage children to develop and embed a real love of reading, we have devised a Reading Challenge for pupils across the school. Books from a wide range of different genres and authors are available for children in each year group to choose. Their progress is recorded in individual booklets and when children complete key stages of the Reading Challenge for their year group they are rewarded with bronze, silver and gold stickers. When the challenge is fully completed, a platinum badge or a star reader badge is presented in assembly. Children's successes are also shared on posters displayed in classrooms.

## **Home Reading**

As part of their homework, children are expected to read at home at least three times a week. The organisation is as follows:

### **Reception and Year One**

Children take home the same book used in their reading practice session to practise fluency. If deemed appropriate, then a second reading book can be sent home, which is fully matched to the GPCs they have learnt. Progress is recorded in home reading diaries and parents are asked to comment on their child's reading. The children also take home a book to share with their parents. These are picture books and non-fiction books; the purpose of these books is to read for pleasure.

### **Year Two**

Children take home at least one reading book each week, which will encourage a love of reading, and which is matched to their reading ability. Progress in school is recorded in reading diaries and parents are asked to comment on their child's reading.

### **Key Stage Two**

The children are encouraged to change their independent reading book at least once a week (unless it is a longer novel) and record in homework reading diaries in Years 3 and 4 and in the back of reading journals in Years 5 and 6.

## **Parent workshops**

Regular parent workshops take place to provide parents with guidance to enable them to support their children fully with phonics, fluent reading and reading comprehension. It provides the ideal opportunity for our school to provide clear messages about reading and equipping them with effective ways to help their children progress with their reading.

## **Resources**

### ***Library***

The library is a great resource to facilitate many learning opportunities to which the children have regular access. There is a wide range of both fiction and non-fiction

books available for the children to borrow which are frequently updated. The fiction books are organised by genre and alphabetically, and the non-fiction and reference books are organised in clearly labelled sections. The computer in the library contains Junior Microsoft Librarian software, which is used by the children to issue books and return them and also to find books within the library. Year Six Librarians support the organisation of the library and help other children with the borrowing and returning of books.

### ***Class Libraries***

Each class library has a selection of fiction and non-fiction books, which are used by the children in school as well as their reading for pleasure books. In addition, they have a selection of age-appropriate dictionaries and thesauruses. All class libraries have labelled shelves, clearly identifying the types of material available. Library areas are attractive, with posters and signs on display encouraging reading and are regularly updated with new books. Recommended books are shared and displayed. To support the Reading Challenge, each class has a set of reading books within their books corners which enable children to fulfill the requirements of their specific challenge in that year group.

### ***Class Displays***

In every classroom there is:

- information about the year group author for the term on display;
- a reading poster on the classroom door created by the class at the beginning of the year, explaining what the children enjoy with regards to reading, along with read aloud texts and display of authors;
- enticing, well organised reading corners created for children to enjoy reading in, displaying 'Rights of the Reader' posters;
- teacher's/teaching assistant's and children's top picks displayed in books corners;
- posters with the words from current and previous week's vocabulary lessons on display;
- Reading Owls and APE posters displayed clearly for the children to refer to.

### **Staff training**

Reading is a priority in school and we want all our teachers to be expert teachers of reading. All staff, including senior leaders, teachers and teaching assistants have been trained in phonics, teaching early reading and how to develop children's deeper understanding of texts. New staff are trained straight away to ensure they have expert knowledge and there is a consistency throughout the school. Regular update training takes place to address any training needs identified from monitoring and to further improve practice to ensure the highest quality of teaching.

## **Role of Reading Lead**

At Little Sutton we have a designated Reading lead who drives the early reading programme in our school. The leader is highly skilled in teaching phonics and early reading. They are involved each week in monitoring the teaching and learning of phonics and early reading in school. They coach staff individually where needed and provide regular training to ensure the staff teach with fidelity to the programme.

## **Equal Opportunities**

Little Sutton Primary School is committed to ensuring that it meets the specific duties in relation to current equality legislation. All children have equal access to the English curriculum, irrespective of their race, gender and ability. All children cover the content made statutory by the English Programmes of Study within the National Curriculum. Children access the curriculum at the appropriate level, thus ensuring progression and continuity. Suitable resources, including personnel, learning environments and equipment are available to enable children to access the learning required. Resources are regularly reviewed to ensure they encompass and reflect our diverse community and society.

## **Gifted and Talented**

We acknowledge that we have many children who are more able and working above expected National Curriculum levels and recognise the need to ensure that the learning and teaching process is appropriate so that these children do not 'coast', but achieve as they are entitled and deserve. We also understand that a number of these children are gifted or talented and that even more challenge needs to be provided for these pupils. We provide opportunities for our more able children in Year Two, Four and Six to become Reading Gladiators; this involves them becoming immersed in quality, demanding and varied books and participating in high level discussions to develop deeper reading skills. They are also then advocates for reading in school who go on to inspire others to become aspirational readers. In other year groups, our more able readers are also provided with challenging reads to extend their reading diet further.

## **Special Educational Needs and Disabilities**

Our intention is that every child will read. If there is a very specific difficulty creating obstacles for a child, we carefully analyse the issue and consider a precise response in order to support the child to overcome the barriers. Specific, tailored intervention and repeated practice will equip them with the key skills to enable them to read.

Provision for children with Special Educational Needs and disabilities (SENd) includes:

- Carefully planned activities to support children of lower ability (whilst extending and challenging the more able) which breaks down the learning into smaller steps;
- Analysis of formal tests, including SATS, and writing assessments by the curriculum team to identify targets groups, including those of higher ability. Those of lower ability are assessed against criteria on the continuum and targets to enable

progress are set for the children using this for speaking and listening, reading and writing;

- Deployment of teaching assistants and additional adults to support targeted groups and individuals both within the classroom and in intervention groups under the guidance of the class teacher to ensure full curriculum entitlement. Supporting staff are involved in the planning, recording and assessment of children's reading activities and development via regular meetings with their class teacher;
- Provision for specific individual reading needs identified via their I.T.P. or EHCP.
- Support for parents to assist in helping their children develop specific skills. Parents of children with Special Educational Needs are kept informed of their children's progress in reading through their I.T.P.'s and are also involved in the review process.

When teaching reading, we do not slow the pace of learning for the weaker readers. Through high quality first teaching, and by making reasonable adjustments, we endeavor to reduce the need for catch up. For children who do not keep up, we put in place same day intervention. We know that every moment counts with regards to reading and aim to maximise the opportunities for developing reading throughout the curriculum.

## **Impact**

### **Reading Assessment**

All class teachers and supporting adults involved in the reading process keep records of individual children's performance related to specific objectives and assessment foci. In each reading practice session, objectives are taken from the year group's target sheets and are highlighted following observations of, and discussions with the group, and individual children where appropriate. These assessments are kept up to date regularly.

Assessment for learning is used:

- daily within class and within reading practice lessons to identify children needing keep-up support
- weekly in the review lesson for Reception and Year One to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks (each half term) to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need. If children are not secure in their phonics and application to reading, then further focused practice will be put in place to

enable them to become fluent, able readers. 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. We plan phonics ‘catch-up’ lessons to address specific reading gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

- by SLT to scrutinize progress. For Reception and Year One, this is completed using 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.

### **National Statutory Assessments**

Reading elements of the children’s language and English skills are assessed in the first term of the Reception class using early learning goal assessments. Children are formally assessed at the end of Year One when they undertake the Phonic Screening Check, and again in Year Two if they did not meet the required standard previously. From Year One onwards, formal summative assessment of reading comprehension is undertaken via SATs tests and other assessments.

Children will leave Little Sutton Primary School as confident, competent readers who can read fluently and with good understanding. They will be equipped with a secure understanding of a wide range of vocabulary and authorial techniques, being able to read with a writer’s eye. This will be demonstrated by children being assessed as meeting at least age related expectations and also having a good knowledge of a range of literature, with a real love of reading evident too.

**This policy was reviewed by the governing body in April 2021**

**This policy will be reviewed April 2024**

## **Appendix 1**

These are the content domains against which we assess the children at the end of Key Stages.

Reading Content domains KS1:

- 1a - draw on knowledge of vocabulary to understand texts;
- 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information;
- 1c - identify and explain the sequence of events in texts;
- 1d - make inferences from the text;
- 1e - predict what might happen on the basis of what has been read so far.

Reading Content domains KS2:

- 2a - give / explain the meaning of words in context;
- 2b - retrieve and record information / identify key details from fiction and non-fiction;
- 2c - summarise main ideas from more than one paragraph;
- 2d - make inferences from the text / explain and justify inferences with evidence from the text;
- 2e - predict what might happen from details stated and implied;
- 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole;
- 2g - identify / explain how meaning is enhanced through choice of words and phrases;
- 2h - make comparisons within the text.