

# Reading Policy



Policy Review	
Review Schedule	Annually – Sept 2024



## Intent

### Phonics (reading and spelling)

At, we believe that all St Bartholomew's C of E School 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 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 St Bartholomew's, 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 St Bartholomew's, 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 a Reading Leaders, Mrs Mowbray and Miss Nakar, who drive the early reading programme in our school. The team are highly skilled at teaching phonics and reading, and they monitor and support the teaching staff, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

## Implementation

### 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 Key Stage 2 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
  - use books 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’
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- 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.
- Class 3 continue to have 3 guided reading sessions a week and shared reading is introduced.
- Class 4 have shared reading and discrete comprehension lessons in preparation for SATS.

### Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
  - Reading for pleasure 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.
- Classes 3 and 4 take a book home after being assessed on accelerated reader.

### **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.
- Children who require additional support in the juniors have interventions and will read to adults throughout the week.

### **Ensuring consistency and pace of progress**

- Every member of teaching staff 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 Leaders 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 St Bartholomew's 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.
- We regularly invite authors to visit the school via online video conferences and sometimes in person.
- In Reception and Class 2, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from 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.
- We provide opportunities for all children to visit our school library and our local library invites the children to take part in a summer reading challenge which is celebrated in school.
- The school takes part in world book day in which we develop adventurous vocabulary by dressing up as an adjective and exploring synonyms.
- We have an annual book fair
- In the Spring term we also have an annual readathon, which is very popular and each year raises valuable funds for our school.

## 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 the Co-Headteachers and Reading Leaders 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 to provide appropriate extra teaching where necessary.
- Children in the juniors are assessed using accelerated reader and then complete quizzes each time they finish reading a book.

### Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
- Children in Key Stage 1 (Year 2) and Key Stage 2 (Year 6) sit a SATs Reading Comprehension Test.

### 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.



## **After completion of the phonics programme**

### Shared reading

Whole class lessons are used in KS2 to teach the strategies used for reading. The strategies are taught using mantras. Lessons emphasise learning vocabulary and discussion.

### Guided reading

In KS2 the children are grouped into ability groups of up to 6 children. The children each have a book and are encouraged to apply the skills they have learned in shared reading. They read individually and the teacher listens to them in turn, asking questions. After the children have read, they are asked questions about what they have read and to find evidence in the text. Inference questions are also asked.

## **The Role of the Reading Leaders**

### **Clear communication** with parents and carers by:

- keeping the school website up to date with current early reading and phonics provision and displaying the Little Wandle badge
- holding parent workshops and working in partnership with parents to ensure they are kept informed of how their children are taught to read and spell.

### **Secure phonic progression** by:

- understanding the Little Wandle progression and knowing the signposts of expected progress
- checking the content of the weekly grids is adhered to
- using assessment for learning to ensure adequate review and practice, and to highlight 'focus' children who need additional practice outside the lesson
- ensuring every child in Year 1 is prepared for the Phonics screening check.

### **Consistency of approach** by:

- monitoring consistency and fidelity to the Little Wandle programme wherever it is taught in the school
- training EVERY member of staff in the Little Wandle programme through the online CPD modules
- giving staff further training if identified by the training report
- ensuring all class teachers, reading practice session teaching staff and Keep-up teachers have the right resources, and that these are well organised and topped up as necessary
- developing, coaching and leading a team through observing and monitoring phonics lessons, Keep-up lessons and reading practice sessions
- team-teaching alongside staff.

### **Assessment:**

Teacher to carry out the assessments every six weeks for all children on the programme and moderating the results (every three weeks for children who receive additional support)



through Keep-up lessons). Reading leaders to analyse data.

