

## **Baynards Primary School**

### **Reading Policy**

#### Vision

Reading is the core of our curriculum. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

We teach the children to be confident and fluent readers who will have a lifelong love of books and reading. We understand that reading unlocks the world around the child and enables them to develop culturally, emotionally, intellectually, socially, spiritually and imaginatively.

#### Intent

For all pupils to

- Read fluently and confidently at and beyond age-appropriate expectations
- Enjoy reading and develop a love of books
- Acquire a wide vocabulary and develop an interest and love of words
- Understand fully what they read
- Appreciate our rich and varied literary heritage
- Monitor and self-correct their own reading
- Understand how authors craft their writing
- Know and understand a range of genres

#### Phonics (reading and spelling)

At Baynards Primary School, we believe that all our children can become fluent readers and writers. 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.

Moving forward we want to support out pre-school in teaching phase one to ensure that the children are well prepared to learn their GPCs when they begin reception.

As a result, all our children are able to tackle any unfamiliar words as they read. At Baynards, 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 Baynards, 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 who drive the early reading programme in our school. They 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

Reading Curriculum

- Reading is multi-faceted and so this section is organised under the following headings
  - General information
  - Word reading
  - Fluency
  - Comprehension
  - Vocabulary
  - Becoming a researcher
  - Becoming a reader at school
  - Becoming a reader at home

### **In order to improve our teaching of phonics we need to :**

- We provide support at pre-school so that there is 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.
- Through this support, 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 for those children following *Little Wandle Letters and Sounds Revised*.**

- 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.

#### Fluency

- Fluency is a focus throughout the school but especially in Y2. Here teachers use a combination of modelling, echo reading, choral reading and paired reading to teach fluency.
- Fluency is a regular focus as texts get harder in KS2. Teachers still use the above strategies, but they also participate in weekly SQUIRT sessions (Sustained Quiet Uninterrupted Independent Reading Time).

#### Comprehension

- The set of reading comprehension skills taught in our school are as follows:
  - Core skills
    - Clarifying (retrieval, vocabulary)
    - Inferring
  - Auxiliary skills
    - Imagining
    - Linking
    - Predicting
    - Summarising
  - Evaluation Skills
    - Understanding purpose and viewpoint (Y3 onwards)
    - Understanding text organisation
    - Understanding writers' use of language (Y2 onwards)

- In Key Stage Two children follow a three-lesson plan using reading explorers: Day one focuses on analysing the text and vocabulary. Day Two will focus on delving deeper into the text in a teacher led session and on Day three the children will record answers formally.
- Comprehension is also taught through year group or class lessons.
- Within whole class guided reading we use Reading Vipers (Literacy Shed) as a way of exploring the different content domains found in the National Curriculum, allowing children to break down questions into key skills and understand how they are required to approach a text.
- If children are not working at age-related expectations, they will work on reading comprehension in a smaller group at their level.
- Teachers may also use active reading strategies either within these sessions, other reading lessons or across the curriculum. These include drama, visualisation, diagrammatic representation, text restructuring, writing from reading, cloze, labelling, circling / highlighting / underlining and sequencing.

#### Vocabulary

- Vocabulary is taught directly and indirectly
- Indirect teaching includes:
  - Engaging in oral language with adults
  - Listening to adults read
  - Regular reading themselves
- Direct teaching includes:
  - Teaching children specific words before a reading activity
  - Teaching a set of words across an English unit
  - Repeated exposure to vocabulary across the curriculum
  - Morphemic analysis

#### Becoming a researcher

- A distinct strand of the curriculum is dedicated to this important life-skill
- It is taught mainly through other subjects. It enables our children to research independently by the time they leave our school, thereby being prepared for the KS3 curriculum.

#### Becoming a reader at school

- Every child has a reading record
- Reading books are banded throughout the school
- All children following the Little Wandle Letters and Sounds phonic programme will have three reading practice sessions per week using phonically decodable books.
- In Y2, all children will be heard in a group at least once a week. They will also complete a reading comprehension task once a week in a guided session.

- In Y3 and 4, if a child isn't being heard at home, they become a 'regular reader' and are heard by an adult on a regular basis.
- In Y 5 and 6, each child has a reading conference with the teacher at least once a half-term. If a child is struggling with reading, they become a 'regular reader' and are heard by an adult on a regular basis.
- Children read independently in a SQUIRT session in class from Y3 onwards.
- Paired reading occurs once a week between children in classes 2 and 4 and classes 1 and 3.
- Parent 'reading mentors' and governors regularly read with pupils
- Across the school, 'storytime' occurs daily, usually at the end of the day (although the timing is flexible). In KS2 an 'aspirational text' is read to the whole class over a half term or a term.
- Every class has an attractive reading area and a reading chart that records home reading.
- Teachers plan opportunities for reading across the curriculum. These enable pupils to routinely apply the skills they are learning in English.

#### Becoming a reader at home

- Children are expected to be heard read by an adult at least three times a week. Incentives are offered for reading at home.
- The decodable reading practice book is read at 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.
- Children continue to read to their parents in KS2, although in year 5 and 6 'reading conversations' are encouraged.
- Children are expected to regularly read independently at home from Y 2 onwards
- Children are expected to read independently every day at home from Y4 onwards

#### 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 Baynards Primary School and our local community as well as books that open windows into other worlds and cultures.
- To ensure there is clear progression and that each year group is exposed to quality texts we have developing a reading spine. We have created a list of texts that have been carefully curated so that they enhance our knowledge-based curriculum, whilst also helping us drive the global elements of our curriculum including wellbeing, personal, emotional and social development, sustainability and diversity, equity and inclusion. Books will be chosen for their richness in vocabulary, cultural capital and concepts.
- 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 Reception, 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.
- The school library is made available for classes to use. Lunchtime reading clubs are also available for children to attend. 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).

#### General information

- In EYFS all children will follow the Statutory framework for the early years foundation stage.
- In years 1-6, our reading curriculum is 'The Planning Kit'. This sets out the objectives that each year group teaches and shows progression within and across year groups.
- The school takes a mastery approach to learning objectives and levels of text. Unless a child has a special need related to reading, they will work on the objectives and age-appropriate texts for their year group.

#### Assessing Impact

- The school uses 'The English Assessment Kit' for periodic assessment. This is completely aligned to the school curriculum.
- Teachers update their assessments termly
- Assessments are made through a combination of observation, discussion and written work
- Termly or half termly reading comprehensions help teachers to make their judgements in this important area

In phonics, 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.
- The phonics screen, KS1 statutory assessment and KS2 SATs provide transitional assessment
  - 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.

#### **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 as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

#### Monitoring

- Subject leaders create a monitoring action plan each year to ensure this policy and the school curriculum are followed and taught. They will use a range of monitoring strategies and ensure that they triangulate between these. Support is then offered to teachers where 'areas for development' are identified

#### Renewal

- This policy is revisited on a yearly basis and amendments are made where appropriate