

Gatcombe Park Primary School Reading Policy Rationale and Ambition

Reading is the key to everything. Accessing the school curriculum, at any age, requires the ability to read fluently at a minimum of age related expectation.

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

At Gatcombe Park Primary School, our aim is that all children have equal access to the curriculum, regardless of gender, race, religion or ability. We will provide a learning environment and expertise which will give the vast majority of children the appropriate skills, knowledge and understanding to be at the very least an age appropriate reader. We will work with our parents to extend the positive attitude to reading into the home. Our expectation is that reading at home is part of the tool kit needed to meet our aim; as many of our children as possible will be able to read fluently at a minimum of age related expectation.

Children with specific reading, speech and language or hearing difficulties will be identified and supported as appropriate through interventions in school; outside agencies will be accessed where there is a need.

Offer - Phonics and Spelling Teaching

In EYFS and KS1, children will be introduced to phonics using the progression of 'Little Wandle' synthetic phonics program. Through the phonic phases they will be taught to recognise all letters (graphemes) and the sounds they make (phonemes). They will be taught to blend sounds together to make basic CVC (consonant, vowel, consonant; **p-i-n**) words and to use digraphs and tri-graphs to make more complex words such as CVCC; **f-i-sh**, CCvCC; **cr-a-sh**, CCCvCC; **spl-a-sh**. Children will then be able to read phonically decodable books, appropriate to their phase related expectation.

Phonics

Teaching phonics (so that our children can read, write, spell and speak clearly) happens every day in Year R, Year 1 and Year 2. We teach phonics using the 'Little Wandle' synthetic phonics program.

In YR, each phoneme (the sound a letter makes) is taught to the children following the progression in 'Little Wandle' synthetic phonics program. As the children recognize more graphemes (the letter) and the phonemes (sounds) for each grapheme, they can begin to blend them (put them together) to make words. The children are taught the graphemes and their phonemes in an order which allows them to quickly begin to put them together to read words. Our teaching teams will use the terminology 'grapheme' and 'letter' for each letter as they teach them, and both 'phoneme' and 'sound', so the children hear and understand the language. This will help their working memory when they go on to the later phases.

- When we teach the phoneme (sound), we are very careful to make sure it is taught ready to blend into words. For example, when teaching the grapheme 'p', we will say the sound just with our lips and the breath that comes out. So the children say 'p' rather than 'puh'.
- Alongside the skills of blending (putting sounds/phonemes together to read) and segmenting (breaking words down to spell them), the children are also taught exception words that cannot be decoded or sounded out using known phonemes, such as 'was' or 'me'. We call these words 'tricky words' and children learn to read and to spell these from memory within each phase.
- The Year R phonics curriculum teaches children the first letter sounds in manageable groups, based on the 'Little Wandle' synthetic phonics program. Children are then taught to read and then write simple words

using these sounds. By the end of Year R, we aim for all children to be working securely in Phase 4. In our Year R Parent Curriculum Workshop, we teach parents how we deliver phonics within the curriculum and model to them the skill of blending and segmenting.

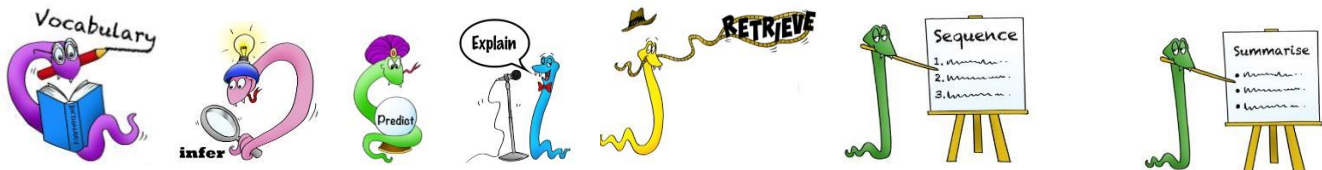
- In Year 1, phonics is taught daily and continues to follow the 'Little Wandle' synthetic phonics program. Year 1 teaching team prepares and rapidly moves children into Phase 5 where they begin to learn the alternative spellings for the sounds they know. For example, the 'oa' sound, as in 'boat' can also be written as 'ow' (flow), 'oe' (toe), split digraph 'o-e' (home) and 'o' (hello). They will investigate common spelling patterns- spelling plurals and suffixes –ed endings and –ing endings. Recognition for both reading and spelling of further common exception words will be included in phonics teaching in Year 1.
- All children in Year 1 take part in the national phonics screen during a particular week in June. Any children who did not take part, or who did not pass the test in year 1 will have the opportunity to take part in Year 2.
- The 'Little Wandle' synthetic phonics program is continued in Year 2 with a clear focus on supporting children's spelling strategies. Linked to the work on spelling patterns started in Year 1, children in Year 2 will be taught the many different rules for spelling plurals, and adding prefixes and suffixes to words. Recognition for both reading and spelling of further common exception words will be included in phonics teaching in Year 2.
- Reading and early phonics are instrumental in developing secure reading skills which lead to fluency in reading. Our KS1 teaching teams ensure that home reading books are fully decodable and match the phonic phase the children are working at. At our Early Reading Workshops, we have examples of a range of phonically decodable books for you to see which demonstrate the progression from phase 2 to phase 5 and beyond.
- As children become more fluent at their age appropriate level, comprehension is a natural part of their reading. We encourage children to engage in both answering and asking questions about what they read.
- As children leave KS1, we aim that they can
 - read accurately most words of two or more syllables
 - read most words containing common suffixes
 - read most common exception words
 - In age-appropriate books, read at least 90 words per minute, reading most words accurately without overt sounding and blending
 - Read sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
 - sound out most unfamiliar words accurately, without undue hesitation
- In a book that they can already read fluently, we aim that our children can
 - check it makes sense to them, correcting any inaccurate reading
 - answer questions and make some inferences
 - explain what has happened so far in what they have read

At Gatcombe Park, we offer the opportunity to develop and secure reading skills through a wide and varied reading offer:

Whole class English lessons in KS1 and KS2 are based around a range of high quality texts. These include short stories, longer stories (novels) and poetry. For example:

YR	Children in Y1 will read a range of picture books such as How to catch a Star by Oliver Jeffers, The Gruffalo by Julia Donaldson and Elmer by David McKee. The children are also exposed to a range of rhymes as well as the rhyming stories by Julia Donaldson
Y1	Children in Y1 will read a range of picture books such as Lost and Found by Oliver Jeffers, Dogger by Shirley Hughes and a range of poetry including Bed In Summer by Robert Louis Stevenson.
Y2	Children in Y2 will read a range of picture books such as On Sudden Hill by Linda Sarah, longer reads such as The Owl Who Was Afraid of the Dark by Jill Tomlinson and a range of poetry including The Owl and the Pussycat by Edward Lear.
Y3	Children in Y3 will read a range of picture books such as Arthur and the Golden Rope by Joe Todd-Stanton, longer reads such as The Iron Man by Ted Hughes and a range of poetry including The Quangle Wangle's Hat by Edward Lear.
Y4	Children in Y4 will read a range of picture books such as Wolves by Emily Gravett, longer reads such as Stig of the Dump by Clive King and a range of poetry including From a Railway Carriage by Robert Louis Stevenson.
Y5	Children in Y5 will read picture books such as FArTHER by Grahame Baker-Smith, longer reads such as Holes by Lois Sacchar and a range of poetry including The Jabberwocky by Lewis Carroll.
Y6	Children in Y6 will read picture books such as The Island by Armin Greder, longer reads such as The Silver Sword by Ian Serraillier and a range of poetry including In Flanders Fields by John McCrae.

- We begin our units with these texts exploring for example: vocabulary, themes, discussion around authorial intent around the themes as well as reading for enjoyment. These high quality texts will also form the basis for a range of comprehension activities based on VIPERS.



V I P E R S (KS1) OR S (KS2)

- Children will know the stories/poems these texts provide because they will hear them being read (by adults and other children), will read them in groups and read them independently in their English lessons, they will be challenged to show their understanding of what they read using a range of activities based around the VIPERS. To support the development of their writing, they will use the knowledge and understanding of these texts as a base for a range of writing activities.

Reading Practice Lessons (Group Guided Reading/Whole Class Guided Reading)

- See above for VIPERS information – KS1 and KS2 Group guided reading and whole class guided reading related to the class text.
- In KS1, children will read in a guided group at least three times weekly with an adult. The children will read a range of short texts which are at their reading level but with an element of challenge. These will be a mixture of fiction, non-fiction and a range of styles and themes. The main focus of these session is the skill of reading. Children will build on and apply their phonic skills to decode. Led by the adults, children will read aloud, listen to others read and then refine their reading skills to include reading the punctuation

and reading with expression. As reading fluency develops, some questions to show their understanding of the texts will be included in the session. The questions will have a range of VIPERS focus.

Story Time

In every class, the children will be read to by an adult 'expert' reader at least three times each week. This may be a short story or part of the class novel and will give the children the opportunity to hear an expert reader who can relate a story in an engaging manner. It is a time for children to enjoy books, while providing them with rich language, experiences and opportunities to develop vocabulary and comprehension skills.

Home Reading

We will work with our parents to extend the positive attitude to reading into the home. Our expectation is that reading at home is part of the tool kit needed to meet our aim; as many of our children as possible will be able to read fluently at a minimum of age related expectation.

Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).

- All children have a home reading book which is at their current reading level. Our expectation is that as part of their homework, children will read at home at least three times each week. The book will come home every night and it is expected to be returned to school every day. We provide a reading log for each child, which has top tips for parents to support home reading, and space to record pages read and comments as appropriate.
- **Please note:** early readers will bring the same book home several days running. This is because we encourage fluency and understanding. For example, the first read will be to read the words, second reading will be more fluent because the words are familiar. When reading for the third time, expression can be added and if a fourth time is encouraged, it will be to observe how the punctuation supports accurate reading.
- Children will be rewarded for regular home reading.

Children are more likely to continue to be readers in homes where books and reading are valued (Baker and Scher, 2002 – cited in Clark and Rumbold, 2006).

Library Time

Each class will visit the library weekly. The children will be encouraged to choose a book they are interested in, which may not be one they can read themselves. The book can be brought home, so will be one for you and your child to read together. Please make sure you know the library day for your child's class so that the library book can be returned and changed. (See the class pages on the school website) It is quite acceptable for a book to be kept for more than one week.

Gambrell, 1996 (cited in Clark and Rumbold, 2006) found that when children were asked which book they had enjoyed most, 80% of them said that the one they had enjoyed most was the one they had chosen themselves.

1:1 Reading

Each class will have ERIC sessions on their timetable (Everyone Reading In Class). During this time, the adults will read 1-1 with children and so over the course of a half term, your child will read 1-1 with their teacher several times.

Intervention and Catch-up Support

All children who fall behind in reading will be part of an intervention or Catch-up support group. We have trained TAs who work with children across the school for a set number of weeks following

carefully planned intervention programs as well as 'Little Wandle' catch-up support, to build on fluency and comprehension.

Reading for Pleasure

In our reception area, there is a Reading Zone, where children can go and read for pleasure from a different range of books during ERIC time. Up to 4 children are selected by the class teacher to use this zone independently.

Paired Reading

This happens during reading support times, where older readers read with younger readers. It also happens in class, where children are able to enjoy a book with a partner.

Assessment

<p>By the end of Foundation Stage we expect the vast majority of our children to:</p> <ul style="list-style-type: none"> • Meet the Early Learning Goal for reading. • Be reading phonically decodable books for the appropriate phase – eg Big Cat books at Yellow band 		
<p>By the end of Year 1 we expect the vast majority of our children to:</p> <ul style="list-style-type: none"> • Pass the phonics screening test • Be secure in all the Y1 Age Related Expectations for Reading. • Be independently reading phonically decodable books at their phase level – Big Cat books at Orange/Turquoise band 	<p>By the end of Year 2 we expect the vast majority of our children to:</p> <ul style="list-style-type: none"> • Be secure in all Y2 Age Related Expectations for Reading • Be independently reading eg Big Cat books at Lime band 	<p>By the end of Year 3 we expect the vast majority of our children to:</p> <ul style="list-style-type: none"> • Secure the Y3 Age Related Expectations for Reading • Be independently reading eg Big Cat books at Topaz band
<p>By the end of Year 4 we expect the vast majority of our children to:</p> <ul style="list-style-type: none"> • Secure in all Y4 Age Related Expectations for Reading • Be independently reading eg Big Cat books at Emerald band 	<p>By the end of Year 5 we expect the vast majority of our children to:</p> <ul style="list-style-type: none"> • Securing the Y5 Age Related Expectations for Reading • Be independently reading eg Big Cat books at Sapphire band 	<p>By the end of Year 6 we expect the vast majority of our children to:</p> <ul style="list-style-type: none"> • Secure in all Y6 Age Related Expectations for Reading • Be independently reading eg Big Cat books at Diamond band

Partnership

We will work with our parents to extend the positive attitude to reading into the home. Our expectation is that reading at home is part of the tool kit needed to meet our aim. We endeavour to support our parents with reading at home by providing their children with suitable books to read and having an open door approach for any queries or questions around reading.

