



FAIRFIELD PRIMARY SCHOOL

Reading Policy

“A book is a dream that you hold in your hand” Neil Gaiman

Introduction and vision statement

At Fairfield Primary School, we understand that learning to read is a key life skill and is the foundation for children’s future educational success. We aim to foster a lifelong love of reading by promoting reading for pleasure and creating a culture where children choose to read for their own enjoyment. Through carefully selected texts and our very own Reading Spine, we give children the opportunity to discuss new ideas and develop empathy with characters they meet along the way. As a staff, we are passionate about teaching reading in an exciting and progressive way; giving children the tools and skills required to be successful, independent readers. We understand that teaching reading is our moral duty.

*“All teachers have a duty to ensure that teaching of reading is comprehensive, vibrant and develops skills for life. In fact, the richness of a young child’s vocabulary is a proven indicator of greater life choices and future earning power.”
(Jane Considine, 2017).*

Intent

At Fairfield Primary School, we aim to ensure that all pupils:

- Can read developmentally appropriate texts confidently and fluently
- Choose to read for their own enjoyment and become passionate lifelong readers
- Acquire strong understanding and comprehension skills through challenging discussions
- Progress to being able to analyse the authors choice of writing conventions and how these impact the reader
- Have the opportunity to read a broad variety of quality texts from different genres and authors.
- Have opportunities to read across the curriculum and use texts to discover and retrieve information.
- Acquire a rich and varied vocabulary



- Can demonstrate strong speaking and listening skills and are confident in participating in debates and drama activities
- Use the literature that they have explored to inspire their own writing

Implementation

Phonics and Early Reading

Here at Fairfield Primary School our aim is to ensure that all children reach their full potential and become confident, creative and fluent readers and writers. Underpinning children's success as early readers and writers is their knowledge and understanding of letters and sounds within the English Language- which is taught to them through Phonics.

Phonics begins in our Nursery and continues throughout the Early Years Foundation Stage and Year 1. In Nursery, children begin by exploring different sounds and developing their speaking and listening skills. When children reach Reception and Year 1, they are grouped according to their developing Phonetical knowledge and confidence, ensuring that their Phonics lessons are tailored to their specific needs and are appropriately challenging. When children have passed their Phonics Screening Check and have reached Year 2, they progress to a spelling programme and focus on learning spelling rules, such as prefixes and suffixes. **Phonics Intent**

Phonics (reading and spelling)

At Fairfield Primary School, 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 Fairfield Primary School, 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 Fairfield Primary 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 a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they support and coach our designated Reading Team and team of highly trained staff, 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](#):
Below outlines the teaching sequence for Little Wandle. We follow the sequence in our teaching, but ensure that the children are learning sounds at an appropriate level for their developmental stage:
 - ✦ 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.

Year 2

- In Year 2, children begin to develop their reading comprehension skills through regular use of our 'Cracking Comprehension' scheme. They read books with increasingly complex words and are exposed to rich vocabulary.

Keep-up lessons ensure every child learns to read

- Any child, who needs additional practice, has 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 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.

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.

Home reading

- ✦ Children are given decodable reading books to take home and practise their reading with. These contain previously taught sounds and the focus sounds which children are learning.
- ✦ Reading for pleasure books also go home for parents/guardians to share and read to children.

Ensuring consistency and pace of progress

- All staff teaching Phonics have been trained to teach the Little Wandle Scheme, 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 regularly monitors and coaches teachers.

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 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 and Year 1, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from EYFS-LKS2 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.
- The school library is made available for classes to use at protected times. 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 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.

Statutory assessment

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

Rapid Catch Up 7+

At Fairfield, we use Little Wandle Rapid Catch Up 7+, as a first step to support any children who are working below the age-related expectations for reading. For example, these may be children who have not passed their Phonics Screening Check or who have gaps in their phonological knowledge and fluency. Rapid Catch Up groups begin in Year 2 and continue throughout lower key stage 2.

Little Wandle SEND Programme

At Fairfield, we are passionate about ensuring that all children can learn to read fluently. This is why we have the Little Wandle SEND Programme. Little Wandle SEND is a complete programme that mirrors the main Little Wandle Letters and Sounds Revised phonics programme but with adaptations and support in place that make it possible to meet the needs of all of our learners. It has been created to help children learn to read with the right level of challenge for each child and using the graduated approach if needed.



Reading in KS2

Reading for pleasure is a core part of every child's educational entitlement in Key Stage 2. We believe that extensive exposure to a wide range of texts (both fictional and non-fictional) significantly contributes to every child's achievement. This is because it broadens their minds and exposes them to new vocabulary and understanding. We aim for our pupils to become life-long readers for purpose and pleasure. We enhance both the child's fluency and comprehension ability across all genres of texts. This is achieved by daily independent reading for pleasure; whole-class text study; daily comprehension activities and through exposing children to a wealth of texts.

We strongly believe that by providing our children with the life-long gift of reading, we show them that literature has the power to console, heal, transform and inspire them, for the rest of their lives. We promote the fact that reading can enhance a child's literacy skills in all areas- particularly writing. Therefore, we use our class text(s) to stimulate our writing. All pupils will study chosen class-texts in depth and complete a whole unit of work based around a particular book.

The reading provision in Key Stage 2 at Fairfield Primary School consists of the following main elements:

- Accelerated Reader Scheme;
- Having a quality literature spine across the Key Stage from Years 3 to 6;
- Studying class novels daily with relevant accompanying reading activities;
- Utilising resources such as 'The Power of Reading Scheme' and 'Talk For Writing' to inform an in-depth approach to text studies;
- Having an effective home reading system (including rewards for effort, via Class Dojo);
- Implementing an effective reading intervention scheme;
- Daily story time/ poetry reading;
- Promoting whole-school reading challenges and competitions to stimulate a love of reading.

All of our staff act as reading role models and continuously share and promote their pleasure and enjoyment of a wide-variety of texts. The sharing and discussion about books and other reading materials is frequent and regular. Moreover, all pupils have access to a wide range of fiction, poetry and non-fiction in different formats from our school library, which they can read in class and at home. We are always willing to widen our knowledge of what is available to interest all children and regularly purchase new books, to keep our library shelves up to date.

Furthermore, each classroom has a designated reading area, which is used to promote independent reading for pleasure, on a daily basis.

Accelerated Reader

Accelerated Reader is used in our school for our Years 3, 4 and 5 pupils. Accelerated Reader (AR) is the world's most popular reading management software and helps teachers to monitor students' regular reading practice. It gives teachers the information they need to ensure that students are habitually reading and understanding the books that will best develop their reading skills.

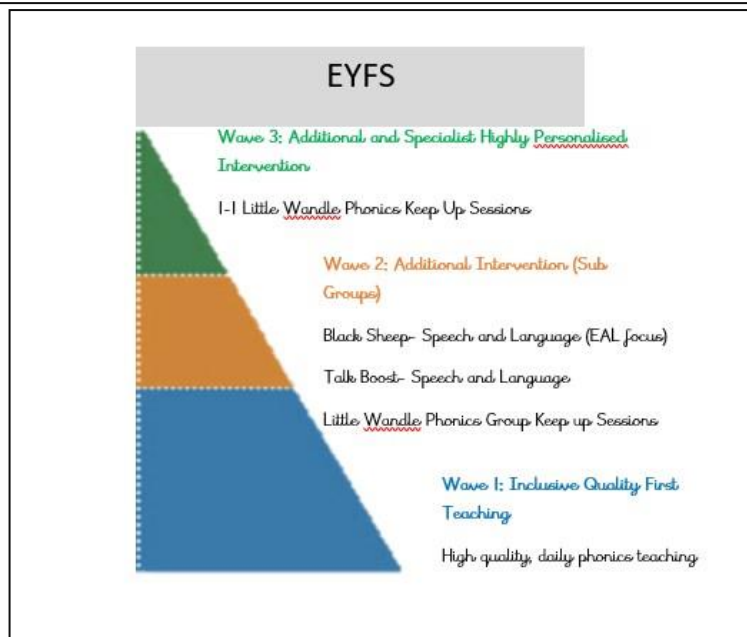
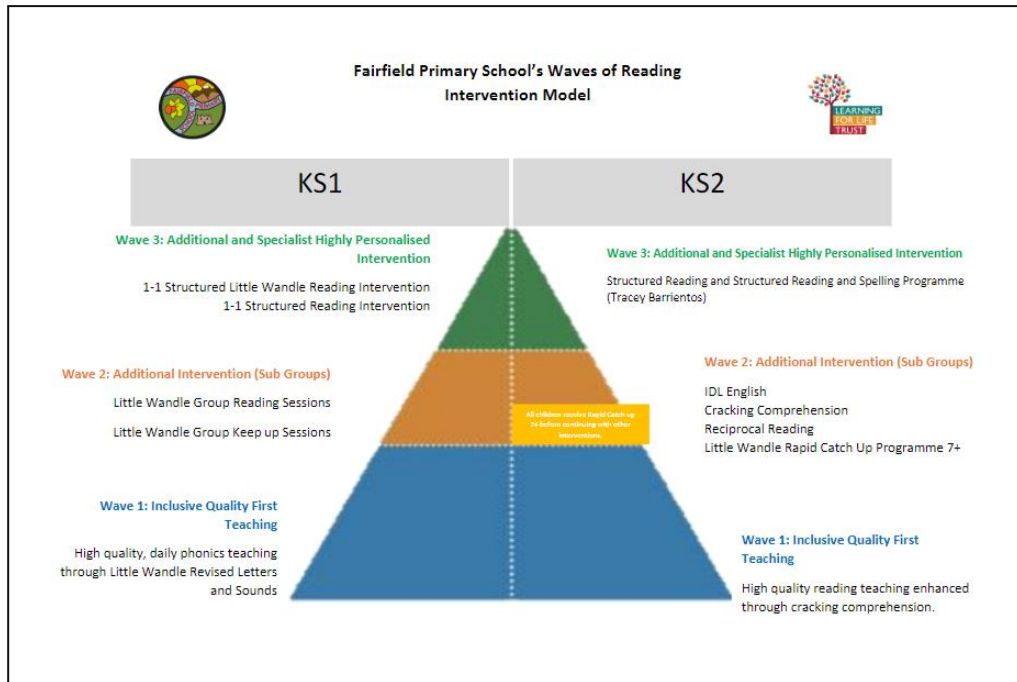


A STAR Reading Assessment determines a student's reading level. This is a computer-adaptive test that takes approximately 10 minutes to complete. It gives rise to the student's Zone of Proximal Development (ZPD), which is the ideal range of text complexity for that student. Pupils achieve the most significant gains in reading skills when they read books that are neither so easy as to be unchallenging nor so hard as to be frustrating. The level of book a child is recommended takes into account the average sentence length, average word length, the difficulty of the words used and the total number of words in the book. Using Book Levels and their reading range as a guide, the child then chooses books that interest them and reads them. After finishing a book, pupils take an online Reading Practice Quiz within AR. These quizzes check that the student has understood the book and provides an opportunity to praise the student and give verbal or written feedback. The Home Connect feature notifies parents and guardians when the student has taken quizzes and allows them to monitor progress from home. Comprehensive reports allow teachers and senior leaders to monitor pupils' progress and to determine the effectiveness of intervention. The reports flag students who are at risk of falling below benchmark levels of attainment and enable teachers to determine what steps are necessary to improve their attainment. This ongoing monitoring of reading practice, combined with periodic STAR assessments, provides teachers with valuable data to inform their instruction and gives students a persistent motivation to make progress with their reading.

Interventions

At Fairfield Primary School we aim to ensure that all children reach their full potential and become confident and fluent readers with a passion for books. We therefore monitor our children's reading attainment and progress closely. Children who are working significantly below the age-related expectations or are making less than expected progress are given interventions to help accelerate their progress and increase their attainment. The whole school follows our carefully constructed 'Waves of Reading Intervention Model', to determine the level of intervention children require. Each year group and class then run their own interventions according to this, to ensure that they are tailored appropriately for the needs of their children. Our Waves of Reading Intervention Model can be found on our school website. Wave 1 is quality, whole-class reading and Phonics teaching. Wave 2 is group interventions for those children who are working below age-related expectations. Wave 3 is a highly specialised 1-1 intervention for children who are working significantly below the age-related expectations. For example: in one class, a child may receive intervention on memory games and speaking skills; in another class interventions may be more phonics based whereas reading comprehension may be the focus in others. Across the school, we also have some interventions that are consistent across multiple year groups. For example, children working significantly below the age-related expectations in reading, are given additional 1-1 reading sessions weekly. Our Reading Team meet every half term to discuss the attainment and progress of the children receiving interventions, to ensure that they are allocated the best possible provision for their specific needs.

Other strategies used across the school are outlined in detail below:



IDL Literacy- Wave 2

IDL Literacy is an Award- Winning Intervention Programme proven to deliver highly effective support for those with dyslexia or lower level literacy ability. IDL uses sight, sound, touch and voice to improve literacy ability by linking visual, auditory and tactile pathways. The programme delivers computer-based sessions at a level appropriate to the child's developing ability and allows teachers to monitor the children's achievement, against expected standards for their age.

Reading Intervention- Wave 3

Reading Intervention is an intensive and very successful approach to teaching children who are experiencing difficulties with literacy skills. At Fairfield Primary School, children who are in Years 2 and



above and who are significantly delayed in their development of reading and spelling skills are given the Reading Intervention Programme.

The one-to-one programme combines a highly structured reading programme, with systematic activities to promote and link phonological awareness to reading and writing. The programme usually consists of 48 support sessions of 35 minutes duration, delivered over a 12-week period by a Reading Intervention trained teaching assistant.

Initial assessments are completed and a unique and individualised programme is planned. The same assessments are completed at the end of the intervention and a final report with recommendations and suggested targets is written and given to the class teacher.

A typical intervention session includes:

- Reading easy books – 95-100% accuracy independently. Promotes independence and fluency of reading. Also allows reading with expression to be taught as the child is not having to concentrate on phoneme recognition and blending. It also helps to develop confidence with books and consolidates letter and word recognition.
- Independent reading of a previously introduced book, running record completed. Book must be read at 95%+ accuracy to go in to easy collection. 2 books at a level must be completed to move to next level. The levels used are in finer grade bands than the usual book banded levels. (Hatcher levels)
- Letter recognition and formation. Taught the name and sound of each letter and how to write accurately. Cursive writing for older pupils.
- Phonology focusing on identification of syllables, rhyme, ability to hear sounds/phonemes, blending for reading, segmenting for writing and sound manipulation.
- Writing - Focus HFW, reading and writing of it in a short sentence. Looking for correct grammar, sentence structure, spelling and accurate use of punctuation. This helps to develop confidence in writing, increase HFW spellings knowledge, reinforces letter formation and establishes a link between reading and writing.
- Cut up story – for children who need to learn spatial layout, the difference between letters and words, and to reinforce reading strategies of sounding and blending.
- Phonological linkage – focusing on specific phonemes from phase 3, 4 or 5 as appropriate to child's knowledge level. Reading or writing words, rapid recognition of words containing those sounds to develop sight reading skills.
- Work together on a book at instructional level, 90-95% accuracy which they must read independently at the beginning of the next session. Teaching of reading strategies.

Structured Reading and Spelling Programme- Wave 3

Structured Reading and Spelling Programmes are designed for those children who have already developed basic sight vocabulary, phonological/phonics skills, letter knowledge and are able to read texts at above approximately book band 10. However, they may show ongoing literacy weaknesses that would benefit from further individualized support.

The Structured Reading and Spelling Programmes is:



- Based on a diagnostic assessment similar to reading intervention. The same assessments are completed at the beginning and the end of the programme. Again, the sessions are 1-1 and planning is specific to that child.
- Delivered by staff who hold a Reading Intervention Certificate.
- Delivered over 36 sessions, with three 40-minute sessions each week.
- For pupils who are considered to be significantly delayed in the development of their reading and spelling skills and be in key stage 2. This programme is usually used for children with a diagnosis of dyslexia.
- Sometimes used for children who have received Reading Intervention in previous years but who have failed to make further progress in class with spelling and reading.

A typical session:

- Alphabetical order. Recognition of letters and the sounds allocated to each letter.
- Phonology – recognition of phonemes, rhyme, syllables, blending and segmenting as in Reading Intervention.
- Phonological awareness training – reading and writing words containing the focus phoneme. Rapid recognition of word patterns such as -atch, -ice, -ink, -ace, -ing etc
- Toe by Toe exercises. (A structured programme for children with dyslexia)
- Writing – spelling targets from 100/200 HFW or words they generally struggle with. Writing sentences dictated by the teacher (memory and spelling accuracy) or independent writing from a written or picture prompt (creative writing and developing the ability to quickly formulate ideas for writing) For children in Year 4,5 and 6 I use spelling patterns as in nonsense spelling and SPaG planning.
- Reading and sight vocabulary – reading 100/200 HFW or from year group reading list, words identified in reading books. Must be able to read the word 3 times before removed from list and new words are added.
- Spelling – HFW and words from written work which they can't spell, similar process as for reading words.
- Cloze passages to aid comprehension and use meaning and syntax to fill in gaps.
- Finish with reading at the appropriate level, again using Hatcher levels and using some of the reading Intervention reading strategies.

Reading for Pleasure

At Fairfield Primary School, we strongly believe in listening to the pupil's voice and following our children's lead. After conducting a pupil voice survey where children expressed that they would like more opportunities to listen to their teacher read aloud, we incorporated story time into the school timetable daily. This promotes reading for pleasure and allows staff to model the reading skills of intonation and expression. As a school, we have a well-stocked and newly renovated library, which children have access to. We also have reading areas in every classroom to promote independent reading. To celebrate and encourage a love for reading further, we also hold special themed events such as reading competitions, book assemblies and themed days- ensuring that reading is at the heart



of our school. The children are always asked for book recommendations or themes before the school purchases any new texts.

Parental Partnership

At Fairfield Primary School, we use 'Reading Record Journals' as a pathway of communication between school and home. These allow parents and staff to discuss the children's reading and monitor progress. 'Reading Café's' are also held in school, where family members can come into school and read with their child in a relaxed environment. This helps promote reading for pleasure and gives teachers the opportunity to share ideas and techniques to promote reading comprehension. As a school, we have also published our very own, bespoke 'Parent Guides to Reading', which are available via our school website or as a paper copy upon request. These guides outline the expectations in regards to reading and share strategies parents/guardians can use at home to support their child.

Cultural Capital

To ensure our children have a strong cultural capital, we have a progressive and exciting reading spine, ensuring that children experience a broad range of different genres and authors. We also use our local links, with children visiting Wordsworth House. We celebrate Shakespeare Week every year in school, with each year group studying a different aspect/ play by Shakespeare. Our Year 5 children, for example, perform 'A Midsummer Night's Dream' to their families in our local Forest School setting, to immerse them in the story and setting.

Assessment in Reading

It is vital that we endeavour for all of our pupils to reach expectations for their stage in their primary school journey as outlined in The National Curriculum.

Key Stage 1

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Lower Key Stage 2

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them



to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Upper Key Stage 2

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

At Fairfield Primary School, we use a variety of forms of assessment to monitor reading in the school.

Assessment in Key Stage 1

- **Formative Assessment** is used:
 - daily within class.
 - weekly in the Review Lesson.
- **Summative assessment** is used:
 - every six weeks to assess progress.
 - Year 2 complete a reading comprehension test every term.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.
- Year 2 children complete the end of Key Stage One Reading SATs

Assessment in KS2

- **Formative Assessment** is used:



- By teachers through discussion of texts read with the class, including Cracking Comprehension
- Reviewing children's reading, on Accelerated Reader.

- **Summative assessment** is used:
 - every term for year 3,4, and 5 via the Star Reader Tests.
 - Year 5 and 6 complete an, in school, reading comprehension every term.

Statutory assessment

Year 6 children complete the End of Key Stage 2 Reading SATs

Use of Assessment

Reviewing assessment is the best way we can plan to provide high quality reading provision, for all children.

Formative Assessment gives teachers the knowledge they need to plan further lessons.

In Key Stage One it is useful to assess gaps in phonic knowledge, address these immediately and secure fluency of GPCs, words and spellings. It also helps to identify children in need of keep up support.

In Key Stage 2 formative assessment provides vital information on how individual children are engaging with reading. Teachers can then identify children, who need further encouragement or advice on suitable books.

Summative Assessment

We use a variety of summative assessment techniques in reading, so we can monitor progress and identify any child needing support.

Teachers identify the lowest 20% from each year group and then decide on the most appropriate course of action. The majority of these children will take part in additional reading sessions, as part of the extended school day. These sessions are either focussing on understanding of the text or decoding of the words. Some children may be identified to take part in either a one to one Structured Reading and Intervention programme or an Additional and Specialist, Highly Personalised Programme – this is outlined further in Waves of Intervention.

Occasionally, it may become apparent that the majority of a class needs some extra input around a particular aspect of reading and individual teachers will build that into their planning of reading lessons.

Summative Assessment is very useful for SLT as it can highlight any member of staff who would benefit from CPD in reading. In addition to this, it may identify areas that the school needs to address and then build into The School Improvement Plan.

