

Seaton Academy Reading Policy 2023

Relevant roles held and by whom (correct at the time of publishing)

Literacy Leader:

Holly McClure

Approved by¹

Name:

Mr R L Barton

Position:

Headteacher

Signed:



Date:

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May 2024

SEATON
ACADEMY

Introduction and Vision

At Seaton Academy, we intend:

- for every child to be a reader
- for early readers to have the skills to decode words in order to be able to read fluently
- for children to understand what they have read
- for children to respond with curiosity about what they and others have read
- for children to become enthusiastic and motivated to read for pleasure
- to develop children's confidence in reading a wide variety of genres and text types
- to develop children's knowledge of a wide range of authors and illustrators

Intent

At Seaton Academy, 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 of our children are able to tackle any unfamiliar words as they read. At Seaton Academy, 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.

At Seaton Academy, 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. We hold the belief that children should '*Learn to read, so they can read to learn*'.

Because we believe teaching every child to read is so important, we have a Literacy/Reading Leader (Mrs McClure) who drives the early reading programme in our school. This person is 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

Foundations for Phonics in Nursery

In Nursery, Foundations for Phonics contributes to the curriculum expectations for 'Communication and Language' and 'Literacy' (DfE 2022). The stimulating, language rich provision provides a balance of child-led and adult-led experiences for all children. 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.

Foundation for Phonics sets out provision to ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending at the beginning of 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Year 2

Reading in Year 2 is supported using Accelerated Reader (AR). On completion of Little Wandle, the children are assessed on the AR programme. AR assesses children on their comprehension skills on a regular basis through a 'Star Test', which then gives the individual a targeted 'Zone of Proximal Development (ZPD) Reading Range'. This range gives children the opportunity to choose a book that interests them and that will also continue to support, and challenge them, in reading process. Pupils take reading books home from the classroom and library to practise and consolidate the skills they are learning in school. These books are banded accordingly to language and comprehension level, and when children are confident with their knowledge of the book, they take a 'reading quiz' in school, which gives them instant feedback of their success. If children are consistently succeeding in these quizzes, then they are encouraged to read books that are higher within their range. 'Star Tests' are carried out half termly, to ensure children are reading within their correct range.

Alongside AR, smaller group guided reading sessions are used to explore a wide variety of texts which enables the practise and implementation of key reading skills.

We timetable daily Little Wandle 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.

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.

These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

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 appropriate intonation and expression
- comprehension: teaching children to understand the text

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

In Year 2 we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

In Reception and Year 1, children are given a decodable reading practice book to take home. This book is carefully matched to their developing phonic knowledge: containing both previously taught and focused GPCs and tricky words. These matched decodable books ensure success is shared with their families.

In Year 2, children select their own Accelerated Reader book within a Zone of Proximal Development (ZPD) range matched closely to the child's reading ability (decided through completing the Star Tests).

Children also take home 'Reading for pleasure' books. These are for parents/carers to share and read with/to children. We share the research behind the importance and impact of

sharing quality children's books with parents at our 'Helping Your Child with Reading & Phonics' evening.

Additional reading support for vulnerable/lowest 20% children

Children who are receiving additional phonics Keep-up sessions or interventions read to an adult in school five times per week.

Ensuring consistency and pace of progress

Every member of staff at Seaton Academy has been trained to teach Little Wandle Letters and Sound Revised, 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 are used regularly and effectively to ensure all staff have a consistent approach, structure and expectation for each lesson.

The Reading Leader and SLT regularly monitors and observes teaching; using the summative data to identify children who need additional support or have gaps in learning.

Developing reading for pleasure and life-long readers

'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 have a designated story time every day where we read to the children. Our wide range of carefully chosen books open windows into other worlds and cultures, as well as reflecting the children at Seaton Academy and our local community.
- Each classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- Each Year group has a carefully and thoughtfully selected 'Reading Spine'.
- All children have access to the reading areas every day 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 keep a list of the books/authors that they have read.
- 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).

Our Reading Spine

We want our school to be a place where children are read to, enjoy, discuss and work with high quality books.

Our 'essential reads' are a store of classics, creating a living library inside a child's mind. We have provided the Pie Corbett 'Reading Spine' in our classrooms so that children have access to many high-quality texts.

Pie Corbett says...

"Great books build the imagination. The more we read aloud expressively, and the more children are able to savour, discuss and reinterpret literature through the arts, the more memorable the characters, places and events become, building an inner world. A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds. The mind is like a 'tardis'; it may seem small but inside there are many mansions. Each great book develops the imagination and equips the reader with language.

Great stories speak to us as individuals and some children will return to certain books again and again. Great stories also build our language because around 75 per cent of our vocabulary comes from our reading. Reading develops the ability to think in the abstract; to follow lines of thought. Schools that have a reading spine, build a common bank of stories that bind the community together. These are shared and deeply imagined common experiences."

The books in our '**Nursery Reading Spine**' are repetitive and rather like songs. This ensures reading is an interactive experience, enabling children to join in and learn the story. The books provide many opportunities for discussion, so that children learn and understand new vocabulary, as well as comprehending what is happening. The books have pictures, to support the text but also compliment and add to it. After a while, the children will know each story word for word, which will give great confidence to our early readers in terms of fluency.

The books in our '**Reception Reading Spine**' build on the Nursery selection. The books still mainly use patterned language, but begin to have a stronger, emotional connection with the reader. Many opportunities are provided for discussion and 'wonder'. Many lend themselves to retelling and creating new versions or further adventures, featuring familiar characters.

The books in our '**Year 1 Reading Spine**' offer deeper exploration of emotions and wonder. The books are mainly rooted in the everyday crises of life. Again, most of these books lend themselves to setting up a variety of play situations- using toys, costumes and puppets. The children need to be involved in careful reading of the books, paying close attention to the detail and entering imagined worlds to experience the stories deeply. Many opportunities for 'book talk' are provided through these high-quality texts.

The books in our '**Year 2 Reading Spine**' reflect the importance of beginning to move from sharing picture books into chapter books. These books not only provide a meaty read, but also demand that children use their imagination. Opportunities are provided to delve deeper into the stories, exploring and comparing characters further. Many of the chosen books

operate on different levels- from the satisfaction of 'good stories' to the exploration of deeper themes.

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 each class to identify children needing Keep-up support in Phonics
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- through accelerated reader quizzes in Year 2 to identify children who require additional support with their comprehension.

Summative Assessment is used:

- every six weeks through Little Wandle and Accelerated Reader 'Star Assessments' 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 Reading Leader and SLT 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 and coaching for teachers can be put into place.

Fluency Assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
 - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. After exiting their programme, children do not need to read any more fully decodable books.
- A **Placement Assessment** is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Statutory Assessment

- Children in Year 1 sit the Phonics screening check. Any child who does not pass the Phonics Screening check will re-sit it in Year 2. The outcomes of these statutory assessments are reported to parents at the end of the school year.