Hamworthy Primary Schools Reading Policy

Reading is an important gateway to personal development, and to social, economic and civic life.

(Holden, 2004)

According to the International Reading Association (Moore et al., 1999):

Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will complex and sometimes even dangerous world, their ability to read can be crucial.

At Hamworthy Primary Schools, we are fully aware of the importance of teaching our children to read, which is why it is at the heart of our curriculum.

We strive to ensure that every child leaves us not only with the ability to read easily, fluently and with a comprehensive understanding, but with a real desire and love of books. We want all our children to read for pleasure, having had access to a wide range of high-quality text types, genres and authors so they can make informed opinions about their favourite texts.

The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special needs and disabilities.

(Reading By Six, OFSTED 2010)

Our aim is to be one of these schools.

We know that as a Federation, we can achieve this if we have high expectations of our children and provide them with a rigorous, consistent, focused approach to the teaching and learning of reading. We need to carefully plan this journey and have clear strategies ready in case that journey starts to slow.

We want all of our children's reading journey to be positive, exciting, fun, engaging and purposeful. We want all of our children to understand why they are learning to read and it's importance. We want all of our children to be readers for life.

Reading Expectations

By the end of the academic year, the following milestones should be achieved:

Reception

The Early Learning Goals for Reading:

Word Reading –

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension -

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Children should be secure in Phase 4 of phonics.

Year 1

Pupils will have a secure knowledge and understanding of all of the Year 1 statutory requirements stated in the National Curriculum in both, Word Reading and Comprehension.

Children should be secure in Phase 5 of phonics.

Year 2

Pupils will have a secure knowledge and understanding of all of the Year 2 statutory requirements stated in the National Curriculum in both, Word Reading and Comprehension.

Years 3 and 4

Pupils will have a secure knowledge of all of the Year 3 and 4 statutory requirements stated in the National Curriculum in both, Word Read and Comprehension.

Children will apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of most new words they meet.

Years 5 and 6

Pupils will have a secure knowledge of all the Year 5 and 6 statutory requirements stated in the National Curriculum in both, Word Read and Comprehension.

Children in these year groups will be 'free-readers'.

In Year 5, they will be able to read aloud a wider range of poetry and books at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

In Year 6, children's reading will be fluent and effortless across all subjects, not just English.

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:
    - 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.
    - Children in Year 2 will revise their learning of Phase 5 during the Autumn term.

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 Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Key Stage 2

In Years 3 and 4, every child will read at least once a week with their class teacher or teaching assistant. This could be in the form of an individual read or a group read. Individual reads will focus on consolidating a child's specific targets. Group reads will be used as a tool for the teaching of particular skills and also as an opportunity for children to have open discussions about a text.

In Years 5 and 6, children who continue to need support with their reading, will have opportunities to read with their teacher or teaching assistant weekly.

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** for Reception and Year 1 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 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.

- **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
    - with children following the Rapid Catch-up programme in Years 2 to 6, when they 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. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. 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 in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

- The **Rapid Catch-up assessment** is used
    - with any child new to the school in Year 2 and above 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 not passing the check re-sits it in Year 2.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
    - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching.
    - the Rapid Catch-up summative assessments to assess progress and inform teaching.

    - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Interventions

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 and above 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 Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- 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.
- Any child who continues to need further support will have a bespoke plan put in place to support their individual needs. Please see Appendix A for our intervention offer.

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.

Daily Story Time

Each year group will have a bank of key, high-quality texts including stories, non-fiction and poems. These will be read to the classes repeatedly, enabling the children to become extremely familiar with the language, so that this can then be applied in their own writing. These books have been carefully selected to include a variety of themes including texts that: challenge stereotypes, offer our children an insight into different families and cultures, as well as, exploring different societal issues e.g. our environment.

Class Books Corners

In EYFS and KS1, each class has welcoming and engaging book corner. These areas are readily available to the children and have a variety of high-quality, entertaining texts that they can use to select their 'Love to Read' books from.

School Library

In KS2, all children have access to a central library where they are able to select their 'Love to Read' books. Each child is given a barcode so that they can access the library system and borrow books to take home. Each class has a timetabled slot of when they can access the library each week.

A number of Year 6 children are trained as Librarians to monitor and help in the library, as well as providing support to the younger children with selecting their books.

Reading at Home

We have invested in the Big Cat Phonics books for Little Wandle to ensure that books that children read are clearly matched to their phonic attainment.

EYFS and Key Stage 1

Each child will have access to their 'learn to read' book at home via their personal Collins Big Cat online eBook log in. This is carefully selected by their teacher weekly and is appropriately matched to their phonic attainment, enabling them to practise and consolidate the phonics that they are learning in the classroom. This ensures that they not only feel successful but enables them to become fluent readers.

Children in Year 2 who have completed their phonics learning and who have successfully passed the Phonics Screening Check, will be recognised as 'fluent readers'. These children will then move on to Colins Big Cat books that follow on from Little Wandle. These books are catergorised into coloured book bands, which the children will move through as their reading progresses. Children will have access to these books at home via their personal Collins Big Cat online eBook log in, so they can share them at home with their parents or carers.

Children will also bring home a book known as their 'Love to Read' book, which they will select themselves on a daily basis from a wide variety of high-quality texts, both familiar and new, to help them to become passionate about books and instil a love of reading.

Key Stage 2

In Years 3 and 4, each child will bring home a book known as their 'Learn to Read' book, which is chosen by the teacher weekly (in some cases twice a week). This is closely matched to the children's reading attainment.

Children will also bring home a book known as their 'Love to Read' book, which they will select themselves from a wide variety of high-quality texts, both familiar and new, to help them to become passionate about books and instil a love of reading.

In Years 5 and 6, children will bring home a 'Love to Read' book. This will be monitored by the teacher to ensure that it is closely matched to the child's level of reading.

EYFS and Key Stage 1

In every child's book bag, you will find –

- A 'Learn to Read' book linked to the child's phonic attainment. This book should have a 90-95% accuracy rate. The reading of the text should allow a child to feel successful, whilst also having opportunities to learn. This instructional book will also ensure that a child can fully comprehend what they are reading.
- A 'Love to Read' book.
- A Little Wandle GPC sheet to support the learning and practise of the letter sounds at home (EYFS)
- A Reading Record book for communicating children's individualised reading journey, both at school and at home.

Key Stage 2

In Years 3 and 4, every child will bring home a 'Learn to Read' and 'Love to Read' book. They will also have a school home learning diary which includes pages to record the reading that takes place at home.

In Years 5 and 6, every child will bring home a 'Love to Read' book. They will also have a school home learning diary which includes pages to record the reading that takes place at home.

Supporting Families

- We deliver a parent and carers workshop to familiarise them with Little Wandle.

- We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the Everybody read! resources.
- 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.

Reading Reward

Book Bingo!

To help foster a love of literature and encourage exposure to a variety of genres, we have a whole school reading initiative…. Book Bingo!

Like the game of Bingo, the aim is to complete the board. Only this board is made up of different text types and reading criteria as opposed to numbers. Once the children have read a set number of books, they will receive a raffle ticket. Their name will then go into a prize draw, which will be chosen by Mrs Haylock and Mr Fraser-Hurst at the end of each half term, during our reading themed assembly. The more the children read, the more raffle tickets they will earn, the more chance they will have of winning a prize.

1 Line = 1 raffle ticket. 2nd Line = 2 raffle tickets and a sticker. Full House = 5 raffle tickets and a lucky dip from the prize box.

EYFS and Key Stage 1

In EYFS and Key Stage 1, children will have a bingo card with a set of reading challenges inside their reading record books.

Key Stage 2

Children will continue with their 100 books to read before they leave Key Stage 2. Each year group will have a bingo card with 25 books that have been carefully selected for them to read throughout the year.