

St Wilfrid's CE Primary School



Parable of the Mustard Seed Mark 4: 30-32
“We will ensure children acquire the skills and knowledge our children need to thrive and flourish.”

Reading Policy

Our Mission Statement is:

Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential.

Our three key values we embrace are:

Belonging, Believing and Becoming

UNICEF Rights:

St Wilfrid's CE Primary School Reading Policy

Our Reading Vision

At St Wilfrid's we are passionate about reading and actively promote a love of reading which inspires and excites all children. We believe that reading is a gateway to the world and understand the importance of improving reading standards on a child's future academic achievement, wellbeing and success in life.

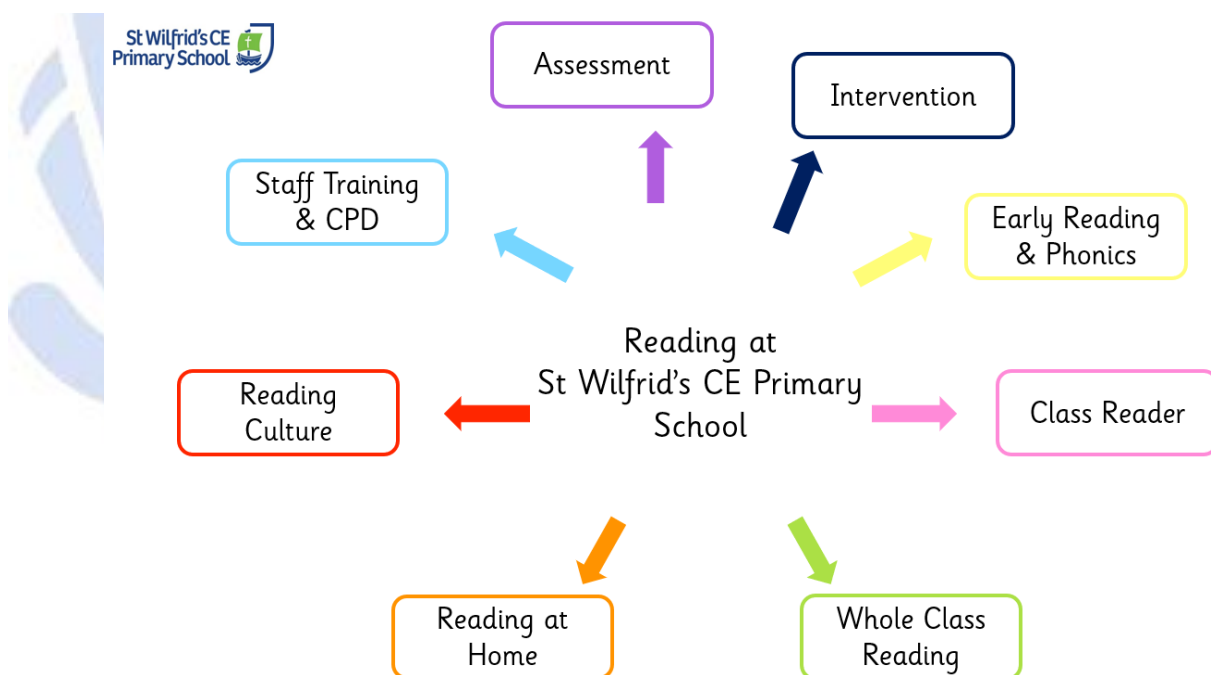
Our English curriculum is holistically planned around quality texts and all children will develop an interest in words and their meanings and gain an appreciation of books from a variety of genres and authors.

We teach children to read easily, fluently and with good understanding; to develop appropriate reading skills such as inference, skimming and scanning and summarising.

Our children develop the habit of reading widely and often, for pleasure and information and this is timetabled daily. We aim for children to acquire a wide vocabulary from the books they read. We have a well-stocked school library and children have a weekly time-tabled session there. Books are taken home to be shared with parents, to support them in their reading progress and maintain a love for reading.

Our classroom environments are designed with books clearly organised and readily available for children to select. We aim to have the best of children's literature both classic, current, diverse, entertaining and challenging. We understand the importance of exposing our pupils to the very best stories and books. In our classrooms there is a culture of discussing, debating, enthusing and sharing what we are reading.

How do we teach reading at St Wilfrid's?



The Reading Journey

Reading for Pleasure

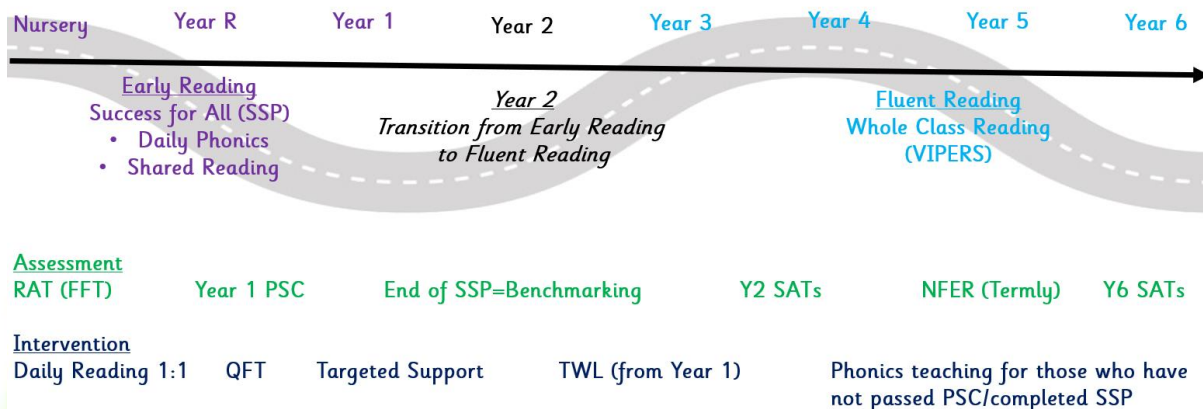
Library visits Favourite Five Class Readers Enrichment Opportunities (World Book Day, Author Visits)

Reading Books

Phonetically Decodable Books (SSP)

Colour-banded books
up to Lime Level

Age-appropriate recommended reading list



Early Reading & Phonics

Our pupils learn to read accurately and fluently following the FFT Success for All phonics programme. This is a complete systematic synthetic phonics (SSP) programme that has been validated by the Department for Education.

From Nursery through to the end of Year 1, Phonics and Reading sessions are taught daily. In Nursery, book talk is taught to support communication and language development, however from Reception – Year 2, FFT SfA Shared Reading lessons are completed daily.

Early reading and phonics are at the heart of our curriculum, and we ensure that children begin their reading journey at the earliest point in Reception, usually within the first two weeks of starting school. By the end of the Autumn term, many children in Reception are able to read appropriate captions independently. Throughout KS1, our early reading journey continues whereby the children are exposed to alternative pronunciations of sounds, common exceptions words, spelling rules and fluency.

In Year 2, children progress to the Routes to Reading programme where they will master the skills, knowledge and understanding for reading fluency and comprehension.

During phonics lessons children:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. We group pupils homogeneously, according to their progress in reading.

EYFS and Year 1

In Reception and Year 1, children learn:

- Single letter sounds
- Digraphs
- Tri-graphs
- Simple mnemonics

The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. In addition, children read books that are directly matched to their increasing knowledge of phonics and common exception words through our daily shared reading sessions.

During shared reading, children learn to:

- Practise with, and support, a partner
- Quickly recognise sounds
- Read common exception words (and identify which part of the word is tricky)
- Decode new story vocabulary
- Develop a wide range of vocabulary
- Read accurately and fluently
- Locate information in the text
- Make basic inferences based on what they have read
- Comprehend what they have read

- Articulate their thoughts and ideas
- Communicate what they know and understand

Year 2

We believe that Year 2 is an important transition year, where children progress from early readers to becoming fluent readers once they have completed the SSP.

Our Year 2 reading programme, 'Routes to Reading', supports pupils on their reading journey. On their route, they will experience texts from a range of genres and text types. The programme builds on pupils' phonemic knowledge, decoding, fluency and comprehension skills from Year 1. Progression from decoding to increased fluency and comprehension will come from quality teaching, modelling, practise and application across the programme.

The Routes to Reading programme incorporates evidenced-based research and practice from the Education Endowment Foundation (EEF) and from the DfE's Reading Framework.

Whole Class Reading

In KS2, children develop their reading skills through a whole class approach. This is taught for 45 minutes daily. These sessions are taught using whole novels and extracts.

The Reading Framework states:

"For pupils who can decode well, effective teaching supports pupils to develop as readers through:

- introducing a wide range of literature and non-fiction that they could not or might not choose to read independently
- explanations, modelling and support from the teacher for different aspects of reading, including fluency
- allowing pupils to think deeply and discuss a range of rich and challenging texts."

Our reading lessons are organised to include a combination of:

1. The teacher reading aloud
2. Pupils reading
3. The teacher modelling and explanations
4. Questioning

For most reading sessions, when the focus is on building understanding and enjoyment, the teacher will read the text aloud, without pupils following the text. This allows pupils to listen, concentrate and think, as well as to hear a model of fluent reading. It also helps to keep a story moving along.

- The teacher reads the **class novel daily** and this is studied in reading sessions **twice a week** by the pupils.
- The rest of the reading sessions are taught using extracts of text, which the teacher will read first before providing opportunities for the pupils to read.

1. The teacher reading aloud

The teacher will often be explaining new words, language patterns and ideas, pausing, for example, to:

- think out loud about which character the pronoun 'he' refers to in a sentence
- think out loud about the content of the text, for example commenting on an unexpected plot twist
- introduce new vocabulary by briefly explaining a key word
- share a key piece of knowledge, for example briefly explaining the historical context to an event
- connect the story to pupils' own experience

2. Pupils reading

In other reading sessions, teachers will plan for pupils to read, individually or in pairs.

Time is also given for children to develop their fluency.

3. The teacher's modelling and explanations

Showing what skilled readers do to create a mental model is a vital part of teaching. Reading lessons provide an opportunity to make explicit to pupils how a skilled reader makes sense of a text, works out the meaning of an unfamiliar word or incorporates a new idea into existing background knowledge. The teacher occasionally stops to think aloud, commenting as they read.

Teachers might:

- model how ideas in the text and ideas from pupils' background knowledge are combined to make meaning
- show how to decode the unfamiliar word and then explain its meaning
- comment on and consider the impact of specific words or phrases
- model how a skilled reader fills in the gaps as they read.

4. Questioning

In addition to supporting pupils to form a coherent mental model through reflecting on the meaning of what they have read, effective questioning can deepen pupils' understanding, prompting them to think about the ideas and language used in the texts they read and hear, driving productive discussion and thus improving attainment. Questioning that promotes elaboration and flexible thinking will support pupils to integrate new ideas and knowledge into their existing schema.

Individual Reading

All children read with an adult in school at least once a week.

Children are given the opportunity and encouragement to explore books and read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Reading at Home

All children are expected to read at home every night, either with a parent/carer or individually (see homework policy).

EYFS and Year 1

Children will take home:

- A phonetically decodable reading book matched to the phonics sounds that they know
- A library book – chosen by child to share with adult at home

Following the guidance from The Reading Framework and recommendations from the English Hub, the only books which should be sent home to support early reading and phonics is a **fully decodable Phonics book**. This is a book, which contains only letters, sounds and high frequency words that the children have been explicitly taught.

Children will receive a phonetically decodable reading book each week to practise at home the sounds they have learnt in school. They will also take home a Reading for Pleasure book, namely their library book. A reading for pleasure book, is a book which you can share and enjoy together.

The Phonics book which we send home should be read independently or with little support from an adult. We do know these books are shorter in length and many parents comment that their child finds these books too easy, but this is positive news and this means the book is pitched correctly. **The most recent research states that it should take a child three times reading the same piece of text, before they are able to accurately comprehend it.** This means that the children should read the text three times, before they can begin to understand what they are reading. Initially our focus is fluency and how many words the children can read accurately per minute, focusing solely on the skill of blending and segmenting (breaking down words into sounds and blending them back together again). The teaching of Early Reading and Phonics happens in school and the children should be given daily opportunities at home to practise and apply their skill.

Children will continue to receive a phonetically decodable reading book as their primary book from school until the phonics programme is completed. This gives the children further opportunity to practise the phonics rules that have been taught and should be read with relative ease.

Year 2

Once children have completed the phonics programme they will move onto a colour-banded book. This is based upon whether a child passed their Phonics Screening Check and if they are fluent within their reading. We aim for all children to have completed the SSP by the end of Year 1 but in some cases, we do continue Phonics teaching into Year 2 and beyond.

Most Year 2 children will take home:

- A colour-banded reading book matched to their book band (PM Benchmarking) – this will include High Frequency Words and vocabulary beyond phonic knowledge
- A library book – chosen by child to share with adult at home

Colour banded books are given following the PM Benchmarking assessment tool. The colour-banded books are not fully decodable and contain high frequency words and more challenging vocabulary; however, they are loosely matched to the different phonics phases. Children will need to have covered certain phonic/spelling rules e.g. silent letters before they are ready to move on to the next colour. The vocabulary also becomes increasingly difficult as you move through the colour bands.

At St Wilfrid's we want children to be successful and enjoy reading. If we move children on too quickly or they are reading material which is too challenging they may become disengaged and not enjoy reading.

Therefore, in Year 2, children will be benchmarked Termly and will not be benchmarked beyond Lime level. If a child is currently reading a Lime book, we will continue to offer a variety of texts and genres to give a depth of reading. This also ensures that the books are age appropriate for the children.

KS2

Children will take home:

- A colour-banded reading book matched to their book band (PM Benchmarking) up to the end of Lime Level. After this, children can choose any book from class/school reading library.
- A library book

In order to foster an enjoyment of books and develop good reading habits it is important that pupils are given opportunity to read for pleasure and enjoyment. This is also an excellent opportunity for pupils to rehearse essential reading skills. Parents are encouraged to question and discuss the content of the book their child is reading, and encourage them to enjoy the text together.

Reading Culture

Reading for pleasure aims to establish each child as a lifetime reader. Studies emphasise the importance of reading for pleasure for both educational as well as personal development. They show that promoting reading can have a major impact on children, their future and their life chances. Reading for pleasure is at the heart of our curriculum and is promoted throughout all subjects.

At St Wilfrid's, the teachers and other adults have the important role of fostering a love of reading with the pupils. Teachers regularly read aloud to pupils - Studies show that children who are read to aloud are more likely to do better in school both academically and socially. Effective reading aloud time is about creating a positive reading experience to engage pupils, so teachers model their enthusiasm for books and reading them.

Book club is timetabled for every class for 15 minutes a week and is a time for book talk and to recommend books to pupils for class reading and reading at home. During book club, teachers promote books and pupils make recommendations to each other.

Throughout the year, events are planned to promote reading for pleasure throughout school. These events include World Book Day, local library visits, author visits and our Summer Reading Challenge.

Our library is stocked with a high range of high-quality texts and resources. Our resident librarian is font of book knowledge and along with her library monitors helps to run and administer the library effectively. It has attractive displays of books and resources which are rotated throughout the year dependent on topics and current affairs. Each class has a timetabled time to visit the library each week to choose books to read at school or enjoy at home. Story time is often held in the library and children have the opportunities to snuggle up with book.

Reading ambassadors have been selected in each class. These are children who are passionate about reading and want to share their love of reading with others. Reading ambassadors are involved in whole school worship time, sharing book reviews, reading new books and introducing competitions and events.

Parent Partnerships

We strive to develop and encourage a strong partnership between home and school in order for children to develop a love of books and reading.

In EYFS, a weekly phonics video is shared with parents to support them with the pronunciation of pure sounds and how they can best support their child at home.

We run a number of parent workshops throughout the year including meetings at the start of the school year to familiarise parents with the year group expectations and a Phonics Screening Information session to guide parents through the statutory assessment in Year 1.

Class Reader

“Reading aloud fosters positive attitudes, enhances pupils’ motivation to read, and develops vocabulary and other knowledge, including of books, authors and genres that they might not choose to read for themselves. It also contributes indirectly to their fluency, as they listen to an accomplished reader bring a text to life.” *[Reading Framework]*

At St Wilfrid’s we have developed our own Read Aloud reading spine to create a core set of books which create a living library inside a child’s mind. It is a store of classics and essential reads that help children engage at a deeper level and enter the world of the story. Reading time is timetabled carefully and

is an integral part of the teaching day in every class. This is recognised as an important tool to enhance language development and the love of stories.

In EYFS and Year 1 our reading spine consists of our 'Favourite Five'. These are five carefully chosen picture books and poems per half-term, using Pie Corbett's Reading Spine and guidance from the Book Trust. We aim to include stories from a range of cultures and stories which celebrate diversity. These stories are frequently read to children so that children can hear them over and over again. We aim for children to want to return to familiar stories and be able to join in with familiar phrases and rhymes.

In Year 2 – Year 6, the children enjoy a novel each half term. Taking inspiration from Doug Lemov's 'Reading Reconsidered', Pie Corbett's Reading Spine and recommendations from the Book Trust, we have created a Super Six Reading Spine for KS2 which encourages reading of five different key text types which help children to navigate reading with confidence. These five 'plagues' include the types: Archaic, Non-Linear Sequence, Narratively Complex, Symbolic and Resistant. All children will experience a variety of these texts during their journeys through both Lower and Upper Key Stage 2. Our class readers are updated annually to ensure that they are relevant and engaging for our children.

In KS2, our class readers are studied twice a week in reading lessons.

Assessment

EYFS & Year 1

Children are assessed half-termly using the FFT Reading Assessment Programme and re-grouped according to this outcome. Phonics groups are fluid to ensure all children are appropriately supported and challenged.

In Year 1, summative assessment is carried out in the Spring term using NFER testing materials.

Children in Year 1 will also sit the Phonics Screening Check in June each year. Any child not passing the check re-sits it in Year 2. During the Phonics Screening Check, which is designed to test their ability to decode words using their phonics knowledge, children are asked to read a mixture of 40 real and pseudo words.

Class teachers are responsible for listening to all of their children read to monitor each child's reading progress.

Year 2

Children are assessed termly using the FFT Reading Assessment Programme. This allows staff to track reading fluency and accuracy.

In Year 2, summative assessment is carried out in the Autumn term using NFER testing materials. Past SATs papers are also used in the Spring term to prepare children for the Statutory Assessments which take place in May.

Children are benchmarked using PM Benchmarking each term (up to Lime level)

KS2

Children are assessed termly using the FFT Reading Assessment Programme. This allows staff to track reading fluency and accuracy.

In Years 3-5, summative assessment is carried out in the Autumn, Spring and Summer term using NFER testing materials

In Year 6, summative assessment is carried out in the Autumn term using NFER testing materials. Past SATs papers are also used in the Spring term to prepare children for the Statutory Assessments which take place in May.

Children are benchmarked using PM Benchmarking each term (up to Lime level)

Intervention

Our rigorous assessment of the SSP enables us to quickly identify children who may need additional support.

In EYFS this is through small targeted phonics teaching and daily reading.

In Year 1 and once children are able to blend, any children who are finding reading difficult enter our Tutoring with Lightning intervention programme.

Tutoring with Lightning

Tutoring with Lightning (TWL) is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. This is linked to the FFT SfA Phonics programme.

Pupils will work with a tutor for six weeks to catch-up their reading skills, with daily 30-minute tutoring sessions in school. This is an evidence-based intervention programme and research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.

TWL is used with children from Year 1 through to Year 6. Home accounts are also set up so that children can continue to practice their reading skills at home.

Daily Readers

All children who are working below Age Related Expectation or are in our Lowest 20% of readers, read with an adult in school every day.

In addition, these children are targeted through Quality First Teaching (QFT) in reading lessons.

Staff Training & CPD

All staff are reading experts and have been trained to deliver the FFT SfA Phonics and Reading programmes. This is a rigorous 6 hour training to ensure that all staff are confident with teaching all aspects of the phonics and reading programme. Our phonics lead is also out of class during phonics teaching time to monitor the delivery of the programme and provide coaching to staff.

Reading holds a high priority in our calendar of professional development. Refresher training is held termly.