



St Peter's School Reading Policy

**'The more that you read, the more things you will know.
The more that you learn, the more places you'll go.'** (Dr. Seuss)

'Reading is the gateway skill that makes all other learning possible' (Barack Obama)

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

Intent

Our vision

At St Peter's, we believe that reading is the gateway to all learning and are passionate about ensuring all children become confident and enthusiastic readers. The aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We value reading as a key life skill, one that lays the foundations for lifelong learning and has a direct effect on progression in all other areas of the curriculum. We provide our pupils with a high-quality education in English that will teach them to speak, read and write fluently so that they can communicate effectively. We encourage and inspire all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live and to gain knowledge across the curriculum. At St Peter's, our aim is not only for all children to develop the key skills they need but to foster a love and passion for language and literature and encourage imagination, curiosity and new interests and outlooks. We aim to create "readers for life" - children who develop a love of books, who enjoy reading and read for pleasure. We aim to establish an appreciation and a love of reading and to develop pupils' comprehension skills.

Phonics

We believe that phonics provides the basis for this learning and enables children to become fluent readers. Therefore, the teaching of phonics is of high priority at St Peter's. The Little Wandle programme is a systematic, synthetic phonics programme that explicitly teaches children to read accurately and fluently. At St Peter's, we want every child to learn to decode quickly and accurately so that reading becomes fluent and effortless. This enables children to develop their comprehension so that they can then begin to read for pleasure.

Comprehension

At St Peter's, 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.

No one left behind

St Peter's Primary School is committed to ensuring every pupil will learn to read, regardless of their needs, background and abilities. The lowest 20% of children are identified from our half termly rigorous assessments and targeted for extra one-to-one tuition in order for them to "keep up, not catch up". It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, confidently and will be lifelong readers who read for pleasure.

Implementation

Phonics

At St Peter's, 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.

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.
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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.

Teaching reading in EYFS and Year 1: 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.

Whole Class Guided Reading

- A mixture of narrative, non-fiction and poetry is covered each term.
- Year 2 to Year 6, reading is taught through daily whole class reading sessions.
- Each week, all pupils are immersed in an ability-appropriate text.
- This may be the whole text or an extract, which is high-quality and language rich.

Throughout the school we structure our lessons using a consistent approach involving the following aspects:

Vocabulary

We place a high emphasis on the importance of high-quality discussion about the text. Every week, each class spends time talking about their text in detail with their teacher. This includes new vocabulary, links to other texts, their own opinions and the authorial intent.

Echo Reading

Pupils are introduced to the text through echo reading, where they are encouraged to copy the prosody of the class teacher. This is to support the children's developing fluency, ensuring that the text is read in the way the author intended. Once the pupils have practised this, they may use text marking for a particular paragraph, which reminds them of the prosody used.

Follow Up

The class teachers plan for the pupils to respond to the text with a task that will immerse them and consequently, further enhance their understanding. This may include role play, further discussion or a written task.

Comprehension

As a school, we teach comprehension through the reading skills (Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence/Summarise).

Story time

Every day, teachers read to their class for 20 minutes. We select books from the Recommended Reads for each year group. This ensures that the class reader is an engaging, age-appropriate text, which introduces the children to different cultures and authors. This time is for pure reading enjoyment!

Book Club

This is a session built in for each class to have the opportunity to talk about books. The teacher may introduce new books to the children and the children may share their favourite books with the class. This will also be an opportunity for children to share their reading journals with the class.

Independent Reading

Throughout the school, we have a book banding system which the children select their 'fluency' book from. In EYFS and Key Stage One, this book is closely matched to their phonic knowledge and is a book they have read multiple times in class already. In Key Stage Two, the fluency book is closely matched to their word level and accuracy rate. We focus on building the children's fluency, as we know that this has a huge impact on their understanding. From EYFS through to Year 6 children take books home as their 'reading for pleasure' book. In the early years this will be for parents to read and enjoy sharing together, and as the children become more fluent they will be able to read these books themselves.

Regular reading is encouraged throughout the day. During this time, pupils can choose to read their fluency book or a book for pleasure for fluent, more able readers.

Home Reading

The focus for home reading at St Peter's is to consolidate reading progress and involve parents in their own child's reading. Children will bring home 2 types of books. In EYFS and Key Stage One, this book is closely matched to their phonic knowledge and is a book they have read multiple times in class already. The decodable reading practice book is taken home to ensure success is shared with the family.

In Key Stage Two, the fluency book is closely matched to their word level and accuracy rate. We also provide the opportunity for each child to self-select their own reading books, within an appropriate reading level, so that children can develop a reading habit, have views on the books, authors or genres they enjoy and are able to read for pleasure.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.
- 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.

We acknowledge pupils who need additional reading support through on-going formative and summative assessment. The lowest 20% of readers in each year group are heard regularly by an adult. This includes reading to a teacher, a teaching assistant or a volunteer. Our volunteers are trained to support our pupils, so that they have an impact on their reading development. We also identify spotlight pupils to take part in our Little Wandle catch-up interventions.

Year 1 phonics screening check

At the end of Year 1, children will undertake a statutory phonics screening check. This is a short assessment to make sure that children have learnt phonics to an appropriate standard. There are 40 words in the screening check which children are asked to read on a one-to-one basis with their teacher. The check is made up of 'real words' (eg. 'mud') and 'non-words' (eg. 'splog') and children need to apply their phonic knowledge to read all words. Preparation for the check takes place during the daily phonics session, but parents/carers can help children by practising phonics on a regular basis.

Key Stage 2

We expect our children to be fluent readers by the time they move into Key Stage 2, and therefore our approach to teaching reading evolves into the development of expression, comprehension and exposure to a greater range of texts. Children are still given opportunities to read aloud and develop their fluency and expression further, not just in reading sessions but in drama and poetry recital opportunities in English or topic lessons.

Guided Reading

Guided reading is taught throughout the school and explicitly addresses the skills children need to become successful readers. Guided reading is delivered in two ways – in group and whole class sessions. In these sessions, children are taught the decoding of words and the skills needed for fluent and expressive reading. As the children become fluent readers, the focus for these guided sessions moves towards improving comprehension skills. From Key Stage 1, all children take part in whole class reading sessions. As a class

the children are introduced to text and through a carefully planned set of lessons, they will identify and discuss new vocabulary, develop their reading fluency and practise their comprehension skills. This whole class approach enables all children, whatever their reading ability to have exposure to high quality, texts and to be taught explicitly the comprehension skills required in the curriculum.

Promoting literacy at St Peter's

Throughout our school year, we nurture our children's love of literacy and provide further opportunities to build reading and writing confidence and its important role in our history and the wider world. This includes our annual World Book Day celebrations where everyone takes great pride in dressing up as book characters for the day and extra opportunities are given to "drop everything and read" throughout the day. We also celebrate World Poetry Day and National Story Telling Week. We also invite visiting authors and illustrators into school.

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
 - 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.

Impact

Children at St Peter's will have a secure knowledge of phonics, enabling them to become confident, fluent readers at the end of KS1. The children will make at least expected progress and will be able to apply their phonic knowledge confidently when reading and writing. This will then lead to a love of reading and children taking pleasure in exploring the rich literary world around them, with a firm phonic basis to support them. All pupils will be fluent readers and their knowledge across the curriculum will be enhanced by their ability to read and research in all subjects. Pupils will enjoy reading and will want to read for pleasure. They will be able to talk confidently about a range of texts and discuss their favourite author, providing reasons for their choice. Pupils will have a wide vocabulary that they will be able to apply within their own writing. The percentage of pupils working at age-related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children. There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged). Parents and carers will have a good understanding of how they can support reading at home, and will contribute regularly to home-school records. Year 6 readers will be 'secondary ready': fluent, confident and able readers, who can use their reading skills to unlock learning in all areas of the curriculum.