



Sleights Church of England
(Voluntary Controlled) Primary School

Reading Policy

(including Early Reading/Phonics)

Reviewed September 2021

*Working together to be happy; to flourish; to succeed
through our Christian Values of
perseverance, respect and trust.*

This policy will identify the intent, implementation and impact expected within the teaching of reading at Sleights. The policy has been established through staff consultation (meetings and discussion) following a period of subject audit and monitoring.



In our Church school, our vision is to “work together to be happy; to flourish; to succeed” The policy was written in September 2019, with a review in 2021. It was updated again in September 2021, following the introduction of ‘Little Wandle Letters and Sounds’ early reading programme.

Our Christian Values of are firmly rooted in this policy.

Christian Value	How is this value lived out in our Reading policy?
Perseverance	<i>I can do all things through Christ who strengthens me</i> (Philippians 4:13) As a school, we recognise entirely that learning is a journey and something that requires the input and support of the entire school community. It is this input and support that will enable all children to have the confidence to persevere. At all stages of the process of learning to read, we face challenges. Our dedicated school community works together to provide support, encouragement and tools to support all children to become confident, resilient and happy readers.
Respect	<i>So in everything, do to others what you would have them do to you</i> (Matthew 7:12) We believe that a key element of reading (and particularly reading for pleasure) is providing children with choice. We aim to ensure that all children have a love for reading and treat all children (and staff) with the respect to recognise that the choice of texts you read may not always be what you first thought and, therefore, changes can be made. We respect the children’s opinions enough to allow and support this process.
Trust	<i>My God is my strength in whom I trust</i> (Psalm 18:2) The journey of teaching children to read is something that involves many people. Establishing mutual trust amongst staff, children, families and the whole community will ensure that there is a trusting environment for all to flourish. At Sleights, we take steps to establish trust in relation to the teaching of reading, including parent workshops when children join Reception and ongoing support throughout the school year.

Reading at Sleights involves

Whole Class Guided Reading sessions, designed to stretch and challenge all children to meet at least age related expectations.

Careful analysis and study of a range of texts using reciprocal reading strategies. (Predict, Clarify, Question, Summarise)

The freedom and opportunity to select and enjoy reading materials from a wide range of well stocked book collections

Highly effective and high quality phonics teaching, following the Little Wandle programme, equipping all children with the tools and strategies required to read and write

Statement of Reading Intent

The children at Sleights will be provided with a reading curriculum offer designed to:

- Establish an exciting, inspiring and engaging reading culture across school.
- Instil a love of reading and reading for pleasure across the school community.
- Reading will be ‘right from the start’, through high quality phonics teaching and provision.
- Equip children with a range of techniques to support comprehension and questioning of key information.
- Support children to read regularly.
- Allow children to access and read a significant range of high quality texts, including fiction and non-fiction, in a well organised and carefully planned system.

- Engage all children to read exciting and suitable texts by ensuring a range of texts are on offer to all children, including high quality phonetically decodable books and low level, high interest examples.
- Inspire and scaffold all staff to become reading experts.
- Provide children with language and vocabulary to support them to articulate their thoughts, ideas and opinions about texts they have read.
- Build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school, through the use of Little Wandle.
- Model the application of phonics through shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

Statement of Reading Implementation

We are proud to provide an exciting and varied reading diet for the children of Sleights to ensure that the statement of intent for the curriculum is positively and successfully implemented across school. The implementation of reading at Sleights includes:

- Well planned and highly focused whole year group guided reading sessions.
- Individual reading sessions (one to one)
- Daily phonics sessions across the Early Years Foundation Stage and into Key Stage One. Support and individual sessions are delivered to those children elsewhere in school who may continue to require additional support.
- Supporting all stakeholders to read regularly, through monitoring of our school reading challenge.
- Tasks designed to promote reading for pleasure.
- Ongoing, high quality and targeted staff training and development.

At Sleights, Little Wandle: Letters and Sounds Revised is used to underpin the teaching of Phonics. This programme is implemented across school in a number of ways:

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 reading progression.
- 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.

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 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. We use the *Little Wandle Letters and Sounds*

Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

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

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read to children.
- We use the *Little Wandle Letters and Sounds Revised 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.

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.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, 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.

Statement of Reading Impact

Our children are motivated and enjoy reading, which leads to their academic success.

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 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.

Statutory assessment

- Children in Year 6 and Year 2 complete End of Key Stage SATs assessments.
- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.
- Children in Reception are assessed against the Early Years framework.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment, as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.
- Children's reading is also assessed each term across school, using NTS (Rising Stars) assessments.

How are reading resources organised at Sleights?

Using the North Yorkshire organisation chart for reading scheme books, **all** fiction books at Sleights have been consistently banded across school. We aim to provide exciting, stage appropriate texts to all children across school and recognised the need to expand each 'band' beyond the traditional readings scheme books. Our entire fiction collection has been banded using the following approach (guide only):

Book Band Colour	Phonic Phase	CLPE Reading Scale Definition	Expected Points	Graphemes
Foundations for Phonics	Phase 1		Pre-School	
1 Lilac	Phase 2 / Set A	<i>Beginning Reader</i>	Autumn One Reception	Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: c k e u r Set 5: h b f l
2 Pink	Phase 2 / Set B		Autumn Two Reception	Set 1: ff ll ss j Set 2: v w x y Set 3: z zz qu ch -s Set 4: sh th ng nk Set 5: -s (s) -s (z)
3 Red	Phase 3	<i>Early Reader</i>	Spring One Reception (Spring Two Content Review)	Set 1: ai ee igh oa Set 2: oo oo ar or Set 3: ur ow oi ear Set 4: air er Set 5: double letters
4 Yellow	Phase 4	<i>Developing Reader</i>	Summer Term Reception	Set 1: CVCC/said so have like Set 2: CVCC CCVC/ some come love do Set 3: CCVCC CCVC CCVCC / were here little says

4 Yellow <i>continued</i>				Set 4: there when what one Set 5: -ing -ed(t) -ed -est
5 Blue	Phase 5 / Set A		Autumn Term Year 1	Review Phase 3 and 4 Set 1: ai/ay ow/ou oi/oy ea/e Set 2: ur/ir igh/ie oo/yoo/ue yoo/u Set 3: oa/o igh/I ai/a ee/e Set 4: ai/a-e igh/i- e oa/o-e oo/yoo/u-e Set 5: ee/e-e oo/yoo/ew ee/ie or/aw
6 Green	Phase 5 / Set B		Spring One Year 1	Set 1: ee/y e/ea w/wh oa/oe/ou Set 2: igh/y oa/ow j/g j/ph Set 3: l/le s/c v/ve Set 4: z/se s/se/ce ee/ey u/o-e/o/ou
7 Orange	Phase 5 / Set C		Spring Two Year 1	Set 1: ur/or oo/u/oul air/are or/ou/aur/oor/al Set 2: ch/tch/ture ar/al/a oa/a Set 3: or/a oa/a air/ear/ere Set 4: ur/ear r/wr s/st/sc Set 5: c/ch sh/ch z/ze
8 Turquoise	Phase 5 / Set D	<i>Moderately Fluent Reader</i>	Summer Year 1	Set 1: ai/eigh/aigh ey ea n/kn/gn m/mb ear/ere/eer Set 2: zh/su/si j/dge i/y j/ge Set 3: sh/ti/ssi/si/ci Set 4: or/augh/orr/orr/ore
9 Purple			Year 2	
10 Gold			Year 2	
11 White			Year 3	
12 Lime		<i>Fluent Reader</i>	Year 3/4	
13 Brown			Year 4	
14 Grey		<i>Experienced Reader</i>	Year 4/5	
15 Dark Blue		<i>Independent Reader</i>	Year 5	
16 Black			Year 6	

***to use as a guide only**

But, what about 'free reader'?

As a full school staff, we feel strongly that **everyone** is a free reader, regardless of age or stage. We believe that regardless of which coloured book you are working within the level of, you are also entitled to choose a text that is perhaps more, or less, of a challenge that the stage you are working at.

With this in mind, all children read a 'banded book'. However, due to the organisation of our texts, the children can change between their coloured stage and one that is different to where they are working. We intend for this decision to promote the children to make positive reading choices and know that they are firmly responsible for their own reading choices.

Where are reading resources organised at Sleights?

Across the school, a variety of fiction and non-fiction texts are well-organised and accessible for the children to access. Books are primarily organised into the following groups:

- Texts used for **INDIVIDUAL READING**

All fiction texts have been banded consistently by school staff into a colour (using the North Yorkshire scheme). A collection of banded books are stored centrally outside the staff room in clearly marked book boxes. The main school library also contains a wide range of fiction and non-fiction books. These are available to be borrowed by all. The space is open for children to use during the school day, including playtimes. Before and after school, families are also able to visit the library.

- Texts used for **GUIDED READING**

Groups of texts are organised into colours (using the same North Yorkshire scheme banding groups). These books are generally stored in classroom libraries. We continue to revise the collections of books available for guided reading to ensure all children have access to age related texts to support their whole class sessions.

- Texts organised into **CLASSROOM COLLECTIONS**

We think that it is vital for our children to have access to texts from the main school collection. With this in mind, each classroom has their own library space that the children curate. In each classroom, a library of wider fiction and non-fiction books is chosen by the children in that class. These are kept well organised and used regularly. Books are rotated between classrooms and the school library.

How is reading recorded?

Notes and assessments of children's reading should be kept by staff in a range of ways. These will include:

- **Planning**

Each guided reading session is planned individually, with a clear focus objective. Notes of progress and assessment should be recorded on this planning tool.

- **Reading Diaries**

Each child across the school (from Explorers' class) will have their own reading diary. It is expected that individual reading, as well as guided reading, is recorded in this home/school book.

- **Class Reading Challenge**

A challenge for each child to read at least 25 times is in place each half term. Children and staff tick off when they have read on the chart. This record enables children to be identified as focus readers. In these instances, staff will ensure these children are read with more regularly in school. Staff names should also be recorded on the chart to model reading 25 times to the children.

Phonics

The process of teaching phonics is established in Explorers' Class at Sleights (Pre-School). Our approach follows Little Wandle: Letters and Sounds Revised and involves children working through phases.

Phonics is taught primarily in Early Years Foundation Stage and across Key Stage One. However, some children continue to benefit from additional phonics teaching (in small groups) across Key Stage Two.

Within phonics sessions, children are taught to understand, apply and use the principles of linking letter sounds (phonemes) to their written representation (graphemes). This is undertaken in a range of practical activities in the classroom.

Each phonics session involves opportunities to:

1. Revisit and review known phonemes and graphemes
2. Teach new phonemes and graphemes
3. Practise new content
4. Apply in a context

Reciprocal Reading

At Sleights, we use the structure and principles of Reciprocal Reading to support all reading sessions. This involves teachers modelling reading, thinking aloud and asking key questions to lead group discussions. The key principles of Reciprocal Reading are:

- Predicting
- Questioning
- Clarifying
- Summarising

Processes for Individual Reading sessions

One to one reading sessions provide an invaluable opportunity to work alongside children with a text chosen by them. Individual teaching points, perhaps identified from guided reading, can be addressed, as well as support and development for reading for fluency.

Individual reading sessions will, primarily, involve hearing the child read, but can also involve both adult and child reading together. This provides an excellent tool to model reading and will be most commonly seen in the Early Years Foundation Stage.

Throughout individual reading sessions, children should be asked to give predictions, offer opinions, share ideas and answer comprehension questions.

The length of an individual session will vary, but should always enable a dialogue about reading. These sessions should not simply be 'hearing the child read'.

At the end of each individual reading session, a short note should be made in the children's reading diary. This should include page number, date and initials of adult read.

Processes for Guided Reading sessions

In guided reading sessions, our intention is for all children to be able to access high quality texts that are age appropriate, even if the stage that the child is working at is below this. We believe that, without the opportunities to experience high quality, age appropriate texts, children working below this level will be significantly impacted upon. The intention of our guided reading sessions addresses this.

Guided reading takes place with whole classes using the same text. This text is at the age appropriate level, unless the teacher has identified a particular teaching point that will be addressed through an alternative book. The text that is chosen for guided reading is not the same text that is used as the 'class book'.

This process is different

Children will work in groups to read and engage with the text. For those children requiring support to access the text, pre-teach sessions, smaller groups of additional booster sessions are provided, so that all children are confident and understand the book that is being read.

The whole year group will be split into smaller group(s) to support teaching staff to target individual needs or objectives within the larger group. Children will read the text at least three times a week in their group guided reading sessions.

Children will then complete a written comprehension task. The questions or response for this task will be created by the teaching staff. This will link to the text, or section of text, that has been read. Staff will generate a range of questions focused on developing retrieval, inference and deduction. Reciprocal reading strategies will be used to support all reading sessions.

Throughout the guided reading week, children will also have the opportunity to complete written comprehension tasks using unknown and unrelated texts. The purpose of this activity is for children to apply the strategies that they have learnt to unknown and unfamiliar texts.

Reading Checklist

To support all reading sessions, but particularly guided reading, the following checklist should be followed. The checklist is written for those leading reading sessions and designed to establish a clear process to the teaching of reading and structure of reading sessions.

1. Be prepared:

- Make sure you have read the text.
- Know what you want the focus to be and which words/phrases you will unpick and teach explicitly.

2. Give the context:

- Context is essential.
- Do children know about the locations in the text, or the era in which it is set? Use pictures, maps, videos to give children the background knowledge and context they need.

3. Read the entire text aloud:

- You are the best reader in the group. Nobody can read it better!
- Use this opportunity to model, emphasise and express words and reading.
- Pick struggling readers to echo certain sentences, or words.

4. Follow along:

- Make sure children follow along when you are reading with a ruler.
- They will need a copy of their own text.

5. Stop:

- Ensure you stop reading aloud frequently in order to clarify the meaning of language you have read.

6. Stop:

- Stopping to summarise what has happened is vital in ensuring that NO child is left behind.
- If children do not understand what is happening, tell them.

7. Stop:

- Make sure you pause to explain and offer insight into character and plot lines.

8. Give the children the answers:

- Imagine the perfect answer you would like to get from the children and then give it to them.
- Begin sentences with key phrases and structures children can use.
- Use the process to think aloud and model to children what you expect:
- "The reason X is responding like this is because... This shows us that... From this we can see... It is clear that ..."

9. Use questioning:

- Ask questions to test the children's understanding of the points in this checklist. Reciprocal reading strategies would continue to support this process.

10. Ask yourself:

- Did the children comprehend more today than they would have one without my teaching?

Vocabulary

When vocabulary is discussed and explored in reading sessions, classrooms are encouraged to highlight this and celebrate words. Classrooms will highlight and celebrate language from reading books individually.

Promoting 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)

A number of strategies are in place across the school to celebrate and promote reading and particularly reading for pleasure. The list below is not exhaustive and provides a summary of some key strategies in place across school.

Class Books

We expect that all children are read to every day. This will take many forms, but primarily should be made up of enjoying a class text. This book should be age appropriate and does not need to link to the topic. The class text should be promoted in the room to all children, families and visitors through:

- "We are reading..." boards
- An image of the book cover, or the book itself
- An evolving space for questions and pupil voice about the book.

Reading Charts

Unsurprisingly, research identifies that there is a clear correlation between how regularly children read and their subsequent success. With this in mind, each half term, a reading challenge to read at least 25 times over the half term is in place for all children and staff. This chart is celebrated in classrooms.

Reader Leaders

To promote pupil leadership and voice in relation to reading, a number of Year 5 and 6 children are trained to be 'Reader Leaders'. These children will promote reading across school, as well as be on hand to read with other children in the library at break/lunchtimes, keep the setting well organised etc.

Staff Recommendations

Within the recently developed library space, display boards are given to staff to promote their recommended reads. This extends into individual classrooms, where promoted texts, or a book of the week, chosen by staff is available for children to enjoy.

School Library

The school library contains a vast array of high quality texts. The space has been redeveloped and is designed to provide a homely, cosy feel, so that the children and their families feel comfortable in it. The space is open all day, including before and after school for parents and families to visit.

Governor Readers

A number of school governors are linked to classes across school. On a half termly basis, governors will visit their link class to read a story or share a text.

Topic Book Displays

Around school, displays of topic books are displayed. For example, around the science resources are linked text to the whole school topic for the half term.

Texts through Collective Worship

Carefully chosen texts are identified to support whole school Collective Worship. These are used to support the delivery or understanding of a key message or value being explored across the school. This will also include opportunities to develop children's understanding of the British Values and Cultural Capital.