Sutton CE (VC) Primary School

Reading Policy

Introduction

At Sutton CofE (VC) Primary School our core Christian values define our school curriculum and ethos. They are remembered through the acronym: 'STRIVE' (Safety, togetherness, respect, integrity, valued and excellence) to be the very best we can be!

Our priority for reading is two-fold, **'The Will and The Skill'**: the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers.

As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, using picture cues and context. When children have built fluency, comprehension skills become our main area of focus and questioning focuses on skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read, so we aim to instil a love of books and other texts. Reading to our children every day helps to foster this.

In KS1 pupils are likely to be emergent and developing readers and pupils will focus on decoding using phonic strategies as required by the 2014 National Curriculum, but also on reading for meaning. Grouping pupils according to their stage of reading development is essential here so that pupils can access the chosen text, apply phonic knowledge and pay attention to sentence structures without loss of meaning. We also support children to respond to the text and to develop positive attitudes to reading.

In KS2 pupils are becoming more fluent and independent readers. Decoding has become a more automatic process and, in addition, they use knowledge of spelling patterns and grammatical knowledge to read unfamiliar words with accuracy. Over time, they will read different texts for different purposes and need to experience and develop higher order reading skills in order to engage fully and respond effectively. Inferential thinking, stating preferences and opinions and justifying them, understanding different viewpoints and considering the writer's craft are among the required skills.

The Teaching of Reading at Sutton CofE (VC) Primary

Little Wandle Letters and Sounds Revised

- Phonics is taught through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. This begins at Paintbox and continues within the second week of the child starting school in September.
- In all classes, children are grouped by ability for phonics lessons and are taught daily by either a trained Teacher or Teaching assistant.
- The assessment of progress through the Little Wandle programme is carried out regularly and this allows us to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.
- Please see the school's Phonics and Early Reading Policy on the school website for further information on the teaching of Little Wandle.

Bridge to Destination Reader

Towards the end of Year 2, when children have completed the Little Wandle programme we start The Bridge to Destination Reader. This begins to develop the reading and comprehension strategies children will continue to develop in KS2. It is an introduction to Destination Reader and uses a similar structure and vocabulary to Destination Reader. Children are taught daily in a 'Bridge to DR lesson'. The teacher teaches reading skills and strategy through an input, during the input the teacher uses and 'I do, we do, you do' model. Children then read the text in pairs and discuss the text and any key vocabulary. During this time the teacher will hear and support children with their reading.

Destination Reader in Key Stage 2

At Sutton we use Destination Reader as our approach to the teaching of reading comprehension in KS2. Destination Reader has the twin aims of promoting reading for pleasure and reading for purpose, whilst delivering the National Curriculum in a rigorous and systematic way.

The programme was developed by a working party of Hackney primary schools. As a result the programme draws on the extensive experience of the practitioners who developed it, as well as a range of research on: collaborative learning, reciprocal reading (Palincsar & Brown), reciprocal teaching (Lori Oczkus), reading pedagogy (Stanovitch, Johnson, Scarborough et al) and inference (T. Whatmuff).

The principles that underpin Destination Reader are:
- Create quality experience
- Promote enjoyment
- Increase reading mileage
- Build firm foundations
- Develop thinking and understanding
- Make talk central
- Track progress
- Grow expertise Learning Behaviours

Reading Strategies

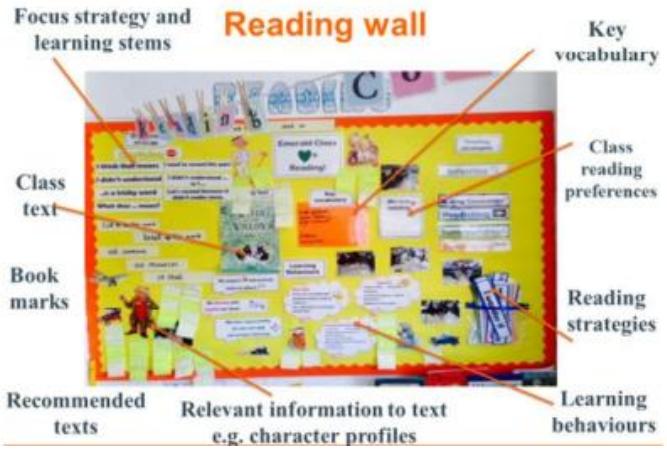
Destination Reader blends a range of learning behaviours and reading strategies which allow children to explore and understand texts independently, at a deeper level. Talk and cooperative learning are central to our approach to reading and as such sessions have a learning behaviour focus, selected from the following:

1) Support and actively listen
2) Discuss and explain their ideas
3) Take responsibility for their own/their group's learning Reading Strategies

In addition to the learning behaviour focus, sessions also focus on a reading strategy. These include:

Clarifying	Predicting	Asking questions	Evaluating
Summarising	Inferring	Making connections	*Retrieval – as a thread throughout*

By concentrating on individual reading strategies, teachers are able to support and challenge children's use of these skills, thereby raising the quality of their oral and written responses. The children's responses are also supported through the use of language stems relating to each strategy. The most relevant and age-appropriate stems are selected from a bank by our teachers when planning. The stems in use each week are displayed on the Reading Wall and the children have access to them in the form of bookmarks on tables during independent/partner reading.



The progression within individual reading strategies/skills is outlined in the National Curriculum. As the children progress through KS2 and become more mature readers, they also combine the reading strategies. The table below outlines the progression from individual reading strategies to combining:

Year 2: Light touch introduction to the reading strategies (as Destination Reader is designed for children reading at least White/Lime)

Year 3: An individual strategy is taught each week, however opportunities are used to reinforce other strategies

Year 4: An individual strategy is taught each week, moving to combining complementary strategies when the children are ready

Year 5: Strategies revised and then combined throughout the year

Year 6: Strategies are combined throughout the year and linked to question types

Assessment

As outlined in Reading Strategies above, progression within the individual reading strategies/skills is set out within the National Curriculum. In addition to this, as children move through KS2 they progress from using the strategies individually to combining them. However, assessment of reading is two-fold and involves both book level and children's use of the strategies to understand the texts they read.

Assessment of reading is two-fold – children's progression is linked to book level



Book level and application of strategies go hand in hand. If children are at expected for predicting is it on a book appropriate for that year group?



Year Group	Mid Year	End of year
1	Green	Turquoise
2	Gold	White / Lime
3	Lime	Brown
4	Brown	Grey
5	Grey	Dark Blue
6	Dark Blue	Dark Pink

At Sutton Primary School we therefore assess and track book level, as well as comprehension. The ways in which we assess children's reading, the recorded evidence of this and the expectations of frequency are outlined below:

Assessing Book level		
Form of assessment	Evidence	Frequency
1:1 reading I	Individual tracker – book band checked and observational comments	Each child is heard read each week, with home reading books changed
FFT Reading Assessment/PM Benchmarking	Reading age/level breakdown for the class	Half termly
Each half term teachers use the above information to update their class book band tracker.		

Assessing Comprehension		
Form of assessment	Evidence	Frequency
Selfie Questions	Children's answers recorded in their Guided Reading Books	X1 sets of Selfie questions a week
Big Picture Questions	Children's answers recorded in their Guided Reading Books	x1 set of BP questions recorded per week
Summative assessments	PIXL Test papers	Termly
Teachers use the evidence regarding book level and comprehension, as well as their in class assessments and knowledge of the children, to decide each term if children are on track for end of year expectations.		

Interventions

When a child is struggling to reach the expected level in reading, we may offer extra support to help them. Additional support is recorded on a child's Assess Plan Do Review and progress is monitored through PM benchmarking tests. The SENCO will also complete York Assessment of Comprehension (YARC) with identified children annually.

Similarly, if a child is working above age related expectations, work will be tailored to ensure they are questioned at a greater depth and have an adapted to provision to ensure they are challenged.

The interventions we use for reading at Sutton are:-

- Rapid Catch-up programme (Little Wandle)
  This intervention is for any child in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching. The aim is for the child to read the final fluency assessment at 90+ words per minute. 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.

- Expanded Rehearsal Technique (ERT)
  This intervention is based on a Precision Teaching Approach and is delivered by a trained Teaching Assistant, 2-3 times a day. The aim is to improve children's fluency by teaching the most common phonemes, digraphs and high frequency words.

- Additional 1:1 reading
  We recognise that a child needs to read and hear stories regularly so that they can develop as a reader. Some children need a short term boost with their reading. Children who need additional reading are allocated either a Teaching Assistant or a trained volunteer who they read to/ with regularly.
    - Pupil premium children are allocated a key adult that changes their book with them and discuss reading (as well as giving them talk time) once a week.

- Narrative Therapy
  Staff have been trained by our Link Speech and Language Therapist in this approach which aims at improving children's ability to sequence and retell stories.

Books taken home

- In EYFS and KS1 children take home a decodable reading book and a 'free choice' book that can be shared with their family to encourage reading for pleasure. This is changed weekly. The phonetically decodable book is linked to their level of reading and the sounds being taught in lessons, through the Little Wandle programme. For their free-choice book, children can access the well-stocked book corners at any time and classes have library slot to select books.
- When the children are ready to move away from phonetically decodable books, the children are encouraged to take home Book Banded books that link to their level of reading.
- In Key Stage 2, children are encouraged to take books home and we ask them to record what they are reading at least 4 times a week. This effort is rewarded in line with our core values of STRIVE and children are given house points. The books taken home are within their book band or they could be the book they are reading in Guided Reading.
- Every child from EYFS to KS2 has a Reading Record, where school and home reading is recorded. They are encouraged to read to an adult on a daily basis and record this in their Reading Record. These are then checked by the class teacher to ensure that reading at home is being valued and rewarded here at school.

Reading for pleasure at Sutton CofE (VC) Primary

Reading for pleasure is a vital part of every child's educational entitlement. Developing a love of reading has huge benefits for children, contributing to pupils' educational achievement across the curriculum in addition to providing a lifetime of enjoyment.

At Sutton CofE (VC) Primary School, we believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. We recognise that these two

elements are intertwined: each relies on the other if children are to become life-long readers. With so much competition for children's time and attention it is vital that we embed a culture of reading into the core of what we do as a school, helping every child to become a lifelong reader.

Our aim is that every child leaves the school able to read well, with a love of books and reading, regardless of background.

At Sutton CofE (VC) Primary School, we:

- Believe that every child can learn to read with the right teaching and support
- Acknowledge that not all children will have has the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school – just like any other area of the curriculum
- Place reading and books at the centre of the curriculum.

Provision for reading for pleasure

At Sutton CofE (VC) Primary School, we seek to develop children's love of reading through:

1. Supporting staff:

- Encouraging every staff member to be a role model, sharing and promoting a love for reading.
- Devoting time to professional development for staff so they are effective teachers of reading, are advocates for reading, promote a love of reading in all children, and have a good knowledge of children's literature.
- Every teacher and teaching assistant 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.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.

2. Teaching the Reading Curriculum:

- Employing different elements of the curriculum to develop children as readers: whole class English lessons, Destination Reader, independent reading, listening to adult reading aloud and reading in curriculum areas other than English, all play an important part of teaching children to enjoy reading.
- Building time every day for all children to read independently, read aloud and be read to during the school day.
- Ensuring children have time to talk about books with each other and with adults.
- Promote the use of Reading Records, encouraging children to read at home and ensuring there is a record of this, recognising this as part of our STRIVE by rewarding one house point for every 4 reads at home.

3. Engaging parents:

- Involving parents to ensure the culture of reading that the school has developed extends into home.
- Ensuring there is a genuine two-way communication with parents about reading, both through formal evaluations, questionnaires and meetings, and through informal conversations between families and staff members.
- Providing advice and support for families with reading in as clear and accessible manner as possible, making use of written, online and face-to-face communication.
- Inviting parents into school for events connected with reading: special assemblies, author visits, as volunteers, for book fairs and to meet and talk regularly.
- Working to encourage reading and families who can find it difficult to connect with school.
- Providing books and other reading resources, such as story sacks, games, puppets and IT resources
- Ensure that children change their books regularly if they have been reading regularly at home.
- 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.

4. Developing the reading environment:

- Ensuring our school library is used effectively to support pupils' reading.
- Encouraging Year 5 and 6 children to become Librarians.
- Developing well-resourced, attractive book corners/reading areas in all classrooms.
- Making sure books, reading material and resources are attractively displayed and well organised.
- Displaying children's own published books, comments, book reviews, reading journals etc. prominently.
- Ensuring children are responsible for setting up/maintaining/organising book areas.
- Ensure book areas reflect a theme and are areas where children want to be and enjoy being.
- Ensure reading areas have a range of books for everyone's interests.

5. Targeting resources:

- Providing motivational books and resources to engage children with reading. Drawn from a range of genres and types, including books and resources appropriate for: Children who speak English as an additional language (EAL), children with identified Special Educational Needs and Disabilities (SEND), and that reflect a wide range of children's cultural and social experiences.
- Utilising the school's library and library service to provide a range of books to meet and develop children's needs and interests.
- Making effective use of electronic texts such as eBooks or online texts (Oxford Owl and MYON).
- Involving staff with specific expertise about children's reading materials in purchasing/developing reading resources.
- Involving children in the resourcing of reading across the school.

6. Celebrating reading:

- Taking part in national events or initiatives such as World Book Day or National Poetry Day.
- Regularly hosting visits by authors or illustrators.
- Giving children opportunities to talk about books through reading with a reading volunteer, attending lunchtime library club, reading clubs run by children in Key Stage 2.
- Using the school website to promote and share books and reading.