

# Statement of Practice: reading



One of our aims in English is to develop a love of reading in all children. We aim for the children to become independent, fluent and enthusiastic readers, who read widely and frequently with the skills to access, engage with and enjoy a wide range of texts.

## **Foundation Stage**

In the Early Years children are exposed to a rich diet of quality stories, a wide range of books, nursery rhymes and new, ambitious vocabulary. Throughout the three classes, our children have access to a wide range of books for independent reading in continuous provision. Displays remind children of texts they have read and these are available for children to access independently.

As a school, we use the Little Wandle Revised Letters and Sounds Programme to support our teaching in phonics. We start teaching Little Wandle Foundations in our Nursery. The programme supports children to develop their phonological awareness, enjoy stories and increase their vocabulary. Furthermore, it supports children to improve their listening and ability to take part in back-and-forth conversations. We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

## **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 full-length lessons as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. 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.

Any child in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult.

Daily Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.

## **Reading Practice Sessions in Reception and Year 1**

We teach reading practice sessions five times a week. These sessions use books matched to the children's secure phonic knowledge using their assessments.

Initially, children will read wordless books. In these sessions, children review GPCs and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge.

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: teaching children to use phonic knowledge to read words
- prosody: teaching children to read with understanding and expression
- comprehension: using dialogic talk to help children to understand the text.

Children read each book five times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.

The decodable reading book is then sent home on a Friday for the children to read at home. The children also take home a reading for pleasure book that they can share with their parents.

### **Daily phonics and spelling in Year 2**

Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed.

Once all Phase 5 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure all of the elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.

Once the Phase 5 review is secure, we teach the Bridge to spelling before moving to the Spelling units.

Children with larger gaps in their phonic knowledge than their peers have daily phonics teaching and follow the Rapid Catch-up programme.

### **Children in Year 2 to Year 6: Rapid Catch-up**

We timetable daily phonics lessons for any child in Year 2 and above who is not at age-related expectations for reading or has not passed the Phonics Screening Check. This programme follows the same progression as the Little Wandle programme but at a quicker pace.

We assess children who are new to our school, new to the country or new to English using the Rapid Catch-up assessments to quickly identify their needs.

### **Teaching reading: Fluency programme**

We teach reading to children in Year 2, who have exited the core programme, using Little Wandle Fluency.

These sessions allow children to develop their ability to read fluently so that they are able to understand what they are reading and develop a love for reading.

Within each session, children have a pre-read to practise reading words and to support vocabulary. They then read aloud for ten minutes and the teacher 'taps in' to hear every child read. The session finishes with focused teaching of prosody, repeated reading and comprehension through discussion.

We assess reading speed and accuracy regularly and use these assessments to monitor progress and allocate books.

Comprehension is taught through dialogic talk; teachers address misconceptions and develop children's curiosity and engagement with each book

### **Year 3 - 6**

In the summer term, or earlier based on teacher assessment, pupils begin to access Accelerated Reader where children select from a wide genre of books at small, numbered levels. Each half term, pupils complete a Star Reader assessment which is analysed and used to assess pupils reading age and progress.

Children are supported to choose books from the selection in their classroom and progress is monitored weekly by adults.

### **Reading in Key Stage 2**

In Key Stage Two we teach reading in whole class sessions where no child is left behind. Whole class reading is taught for 45 minutes a day, every day. A typical week has two sessions based on the class's daily novel and three sessions based on the wider curriculum.

The class novel is read to the children for 15 minutes a day either directly before or after lunch. It is always read by the teacher. We invest in whole class sets of books to make sure the children can read along with the teacher during this time. This book is then studied for 45 minutes in whole class reading sessions on Monday and Thursday. The aims of the session are to ensure that all the children are literally and figuratively on the 'same page' of the text. Our aim at Wolverhampton is that we are always reading the text TO the children and never AT the children. There are no exam-style questions, rather rich discussion on the over-arching themes of the text and these sessions end with a balanced argument question where the children are encouraged to share their own opinions and thoughts.

The sessions on the other three days largely link to the wider curriculum. These are also 45 minute sessions. More often than not, these sessions link to topics such as science, history or geography. Sometimes they will link to what the children are writing about in English, for example widening their knowledge about coral reefs or the Windrush generation. The aim of these sessions is to cover pivotal knowledge that the children need to access the wider curriculum. For example, if Year 3 are doing a science objective about igneous, metamorphic and sedimentary rocks, the morning reading lesson may cover what the knowledge needed around this is. This leaves time in the afternoon for our children to have more opportunities for practical scientific work. In the case of rocks, this may be smashing them up, getting them under microscopes and organising them into groups. By covering so much of the topic in a reading lesson, we have longer to impart the knowledge and more time to discuss it,

but we also leave longer for our children to work scientifically and, in many instances, have more fun doing it.

On some occasions children will also read about relevant current events (for example, the women's World Cup when it was airing) or explore poetry and other types of literature in these sessions.

### **Reading for Pleasure**

Every day the teachers read aloud the class book to the children. These texts are chosen carefully so there is a range of high quality, diverse texts to engage the children and appeal to a range of children.

Reading is encouraged at home and parents are supported to understand how to read to/with their children. Careful recording of what the children's reading diet includes happens regularly so staff are able to monitor, develop and extend this as and when appropriate. Children are encouraged to borrow books from the school library during their weekly visit.

### **Library**

Our library recently underwent a renovation however it is still used by each class weekly. Children select a book, either fiction, non-fiction or poetry, and return it the following week. Staff recommend books to children and there is time set aside for them to read during the day. They take these books home to share with their parents.

### **Assessment**

- Children are assessed on entry in phonics in year 1 and 2 using a Little Wandle Letters Sounds assessment grid
- Children in Reception to year 2 are then assessed half-termly in phonics. Pupils identified as requiring additional intervention in the form of 'keep up' sessions are then assessed every 3 weeks
- Children are assessed on entry, using Star Reader, in Year 4 – 6 and then each half term
- All pupils from year 2 upwards, sit an NFER test each term
- Ongoing assessments take place using mastery keys and assessment grids – evidenced in pupils' reading records, assessment tests and ongoing formative assessment notes on reading sessions.

All class teachers identify children who are in the lowest 20% of their class in reading. This is discussed in pupil progress meetings each half term and plans put in place to accelerate progress and support further. Additional reading sessions take place each week with these children and they have a separate reading record where this is reported.