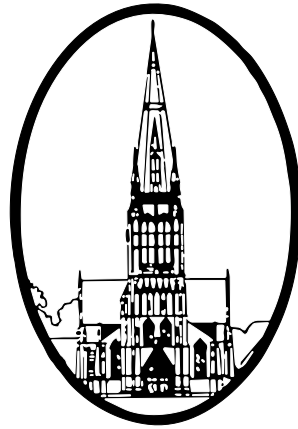


St. Mary's C. of E. Primary School

*'St Mary's...feeding the mind, body and spirit so we
can be the best we can be.'*



Reading Policy

Revised: September 2022

Review date: September 2024+

Mission Statement and values

"St Mary's.... feeding the mind, body and spirit so we can be the best we can be."

We foster everyone's potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging. We are here to serve our community and we welcome children from all faiths and none. Sit around the table at St Mary's and you will discover a warm welcome and a great community!

The Spiritual values to which we aspire are:

***Kindness:** in treating others as we would want to be treated ourselves.*

***Truth:** in the choices we make and in our dealings with family, friends, school and community.*

***Courage:** to stand up for what is right, overcome our fears and aspire to make a positive change.*

***Hope:** about the future and know that tomorrow can be even better than today.*

***Love:** for ourselves and others, knowing that God loves us.*

Curriculum Intent

At St Mary's we believe that Reading is fundamental and that it is essential that our approach to teaching phonics and reading is accessible to all learners.

At St Mary's, we value reading as a crucial life skill. By the time children leave us, they can read confidently for purpose and regularly enjoy reading for pleasure.

We aim for all children to have strong word recognition skills and strong language comprehension skills and our expectation is that all children will be fluent readers by the end of Key Stage 1.

To support this, we have an emphasis on Phonics from Nursery through to KS1 as we want children to learn to read quickly and effectively so that they can access learning in all areas of the curriculum.

We are determined that every pupil will learn to read at St Mary's and we aim for everyone to develop a life-long love of reading and have rigorous catch-up programmes in place to support this.

'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)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

The books on offer around St Mary's have been chosen carefully as we want all children to experience a wide range of texts, including books that reflect the children at St Mary's and our local community as well as books that open windows into other worlds, cultures and beliefs.

We regularly review our books and curriculum and have the capacity through our links to our local Islington Library Service to order in texts and resources that may reflect what is going on e.g. Refugee Week, Black History Month etc.

2. Implementation

Little Wandle Early Reading Overview

- Every teacher in our school has been trained to teach phonics and 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.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Phonics Leader, Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.
- The Phonics Leader, Reading Leader and SLT work together to insure that the school's phonics scheme is adhered to and that children's attainment improves
- staff are kept up to date with DfE expectations, training, resources etc.

English Reading Curriculum Overview:



The core texts in our **English Curriculum** have been carefully selected from the CLPE Power of Reading scheme and have been carefully intertwined with our RE, History, Geography, Science topics and school Spiritual values. To ensure a deeper understanding of Literacy is taking place at all times.

- We have created a St Mary's Reading Spine inspired by Pie Corbett's Talk for Writing scheme to foster a love of shared reading in class. These books are to be read to children throughout the year and have been selected carefully to help foster excitement for reading, discussion, strong language and literacy skills. Teachers have a timetabled Story time session to read to children every day to give time to explore and enjoy a wide range of texts together.

- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- All children from Nursery onwards have a home reading record. We encourage the parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments sharing their pupil voice in a variety of ways, keeping lists of the books/authors that they have read, completing and sharing book reviews etc.
- The Reading Leader scrutinises and keeps track of attainment data across the school insuring that **Daily reader** interventions take place and the progress children are making – following up with parents if needed
- Planning, Lessons, classroom monitoring regularly takes places by the reading leader and SLT
- The reading leader and SLT insure that staff are kept up to date with DfE expectations, training, resources etc.

Library times:

- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (World book day, book fairs, author visits and workshops, national events etc).
- Resources and books are ordered regularly from Islington library service to ensure that children have access to rich texts, a variety of authors, new books and texts to support their various class topics.
- We also have access to the Islington Library Service that provide us with texts and resources for all our Topic needs.

Early Reading in EYFS and KS1

Phonics and reading are taught 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 to build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

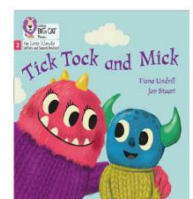


Collins
BIG CAT
Phonics



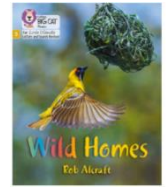
As a result, all our children are able to tackle any unfamiliar words as they read. At St Mary's, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Little Wandle Reading Sessions :



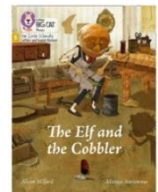
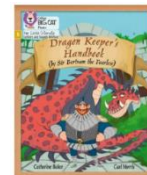
Reading practice sessions three times a week on Mon - Wednesday

We teach children to read through Little Wandle reading practice sessions three times a week. 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:

1. decoding
2. prosody: teaching children to read with understanding and expression
3. comprehension: teaching children to understand the text.



These sessions:

- are taught by a fully trained adult to small groups
- 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

- In Reception these reading 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.

Continuing progress by reading at home:

- 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 every Friday.
- 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.

Thursday and Friday

In EYFS and KS1 when children are not completing the Little Wandle Reading sessions children have the opportunity to take part in reading activities to develop their reading skills - they have access to a wide and varied range of texts as well as a listening station in each class, books of personal interest e.g. comics. They also have the opportunity to visit the library to further explore reading for pleasure with their class.

Key Stage 2

Guided Reading Sessions

From year three upwards reading is taught through a '**Guided Reading**' structure - children complete activities on a weekly rotation and will read with an adult 1-2 times per week.

These reading sessions children complete the following activities:

1. Pre-Reading to clarify vocabulary and meaning
2. Focused comprehension session with an adult discussing the text
3. Follow up activity (comprehension)
4. Unseen text (comprehension)
5. 'Free choice' Reading (reading for pleasure)

We ensure that vocabulary rich texts are selected to excite and engage older readers in these sessions – texts that children wouldn't always be familiar with giving them an opportunity to engage with a range of themes, ideas, vocabulary etc.

At this age phase children will have more opportunity to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They read for a range of purposes and explore texts structured in different ways. Increase their familiarity with a wide range of books, identifying themes and conventions. Use dictionaries to check the meaning of words that they have read.

Children have a weekly designated day to visit the school library to select a text to take home. Children may also have regular access to a range of resources like newspapers, comics, ipads for e-reading, audio books etc.

3. Impact and Assessment

EYFS & KS1 Assessment for learning

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.



EYFS and KS1: Little Wandle Reading Sessions

Formative assessment is used:

- daily within class to identify children needing 'Keep-up' support
- weekly in the Phonics review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- Every six weeks children are assessed using the Little Wandle Assessment. This is used 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.
- This is then scrutinised by SLT and 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 1** sit the **Phonics Screen Check in Summer term**. Any child not passing the check re-sit it in Year 2.
- In **Year 2** children complete **SATs in Summer term** which includes a Reading Comprehension assessment paper and Spelling test. This is teacher and SLT assessed.



KS2: Assessment for learning

Formative assessment:

During Reading sessions, the teacher and TA use formative assessment-discussing and questioning a child's understanding of what they have read.

Summative Assessment:



Children are assessed around every 5-6 weeks using **PM Benchmark assessment**.

We use PM Bench marking to track and assess pupils' reading progress ensuring consistent and accurate levelling in reading.

The PM collection contains carefully levelled fiction and non-fiction texts, organised by series strand and by colour band. Children are tracked by teachers keeping a running record which is monitored by SLT.

Statutory assessment:

Year 3, 4 and 5:

Complete a test Base Assessment every term one of these being an End of Year assessment. The results are logged using the MERIT website.

Year 6

Children in Year 6 sit SATs at the end of KS2 Children complete summative assessment for reading in Year 6. **These tests are assessed externally.**



Reading Interventions: Additional reading support for vulnerable children:

EYFS – KS1

Daily Keep-up Phonics lessons ensure every child learns to read

- Children in Reception from Reception to Year 2 who are receiving additional Phonics Keep-up sessions read their reading practice book to an adult daily.
- Children identified as working below the expected reading level or considered to be at risk of falling behind take part in a 1:1 **Daily Reading** session every day with an adult.
- 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 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 *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.

KS2:

Children still working below the assessment standards for their age phase or identified as at risk of falling behind take part in a daily 1:1 reading session with an adult to support their progress in reading each day.

Children in this category can continue with banded books brown, grey and dark blue etc.

SEND: If a child is identified as working at Pre KS1 standard and it is identified as having specific gaps in phonics then they may also continue to have a daily Phonics Keep up session to help them as they progress through KS2 and they may take a decodable text sent home to read. These children are assessed around every 6 weeks.