



## Reading at Leasingham St Andrew's

*'At Leasingham St Andrew's, we believe that reading is an essential skill and reading lies at the heart of our curriculum. In short, reading is the gateway to the curriculum.'*

### We prioritise reading at St Andrew's by:

- ensuring that it is a golden thread that runs throughout our school, to ensure a life-long love of reading
- promoting reading for pleasure by ensuring the environment is rich, with quality books, and recognising that every member of our school community is a reader

### Intent. We aim to...

- Foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry
- Provide children with the necessary life-long skills to ensure they can read confidently and with a secure understanding
- Build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents
- Provide plenty of opportunities to read for pleasure
- Ensure reading is a transferable skill and that children are reading across the wider curriculum
- Develop a consistent approach to reading teaching to close any gaps and to target the highest number of children attaining the expected standard or higher

### Implementation. How do we achieve our aims?

#### Learning to Read/ Reading for Practice

- **A systematic approach.** In EYFS and KS1 we use a systematic synthetic phonics programme called 'Little Wandle' which is supported by a comprehensive scheme of reading books provided by Collins Big Cat Letters & Sounds. The teaching of letter-sound correspondences begins within the first few days of children starting school. All children have daily phonics or spelling sessions where they participate in speaking, listening, spelling and reading activities that are matched to current needs and promote vocabulary development and comprehension
- **Daily reading practice.** In EYFS and KS1, all children read aloud daily during phonics or group reading. In addition, the lowest 20% read at least once more a week with teachers, TAs and reading volunteers. Where phonics is a primary focus in EYFS and KS1, in KS2 the focus is primarily on comprehension, as the expectation is that children will read with an appropriate level of fluency by the end of Year 2. However, fluency will still be checked twice a year to ensure that children continue to develop. Our strategy is to model an extract using effective prosody, with children then re-reading the extract to practise fluency throughout the week, with extra reading time for children who are not as fluent as their peers. Teachers will listen to readers, 1:1, during Reading for Pleasure time, with a particular focus on the lowest 20%.
- **Support to keep up.** Teachers draw upon observations and continuous assessment to ensure children are challenged, and they identify those who may need additional support. Children requiring phonics interventions are carefully planned for by assessing their individual gaps and using 'Little Wandle' Keep Up planning to support. Little Wandle end of unit assessments are routinely completed each half term and data analysed to identify target groups of children.
- **Reading Buddies.** As a school, we pride ourselves in developing leaders at all levels. Year 6 children are allocated a reading buddy from EYFS. The Y6 children read to and with their buddies while supporting letter formation, modelled by the teacher and with fidelity to the SSP.



- **Access to appropriate books.** We recognise the importance of reading at home to practise and embed reading skills. In foundation and KS1, banded titles are closely matched to children's phonic abilities and are used for home-reading to ensure children experience a wide breadth of reading genres. In KS2, children freely choose from a range of schemes that are banded for age-appropriateness and text difficulty as well as quality books from the class library. Teachers monitor choices to ensure texts are appropriate for reading abilities and appropriately challenging. Children in EYFS and KS1 take home a 'sharing book' to promote a love of reading.
- **Home reading tracked.** Home reading is carefully tracked and monitored so children can work through a wide variety of books at their own pace. Teachers are mindful of progress to determine the best time to move on to the next banded reading level. In KS2, some children independently record their reads. Our Homework Policy states that children should read at home a minimum of three times a week, with teachers actively encouraging this. During September's 'Meet and Greet' sessions, home reading is discussed in detail, outlining the benefits.

### **Reading for Meaning/Reading for Purpose**

- **Daily comprehension.** We recognise that systematic, high quality phonics teaching is essential. But additional skills and opportunities are required for children to become accomplished readers.
- **EYFS and Year 1.** the children take part in group reading sessions with the focus of developing fluency, comprehension, and phonic skills.
- **Year 2 transition.** In Year 2, children will continue to take part in group reading sessions and receive phonic teaching in line with the SSP until they are secure at phase 5. We acknowledge that even when children have passed the PSC they may have gaps in their phonic knowledge. Therefore, we ensure that all children are secure at phase 5 before moving to the whole class reading model, preparing a transition in to KS2. There is no set timeline for this. Decisions are made by responding to the needs of the children.
- In Years 3-6, we deliver sessions based on fluency, comprehension and vocabulary development (at least 4 times a week).
- **Clearly structured lessons.** Reading sessions in Year 2 (once ready)-6 are structured to allow children to develop as competent readers who can discuss and record their level of understanding of texts read. Through effective, ongoing assessment, lessons will be delivered to a whole class, using class novels or selected texts (fiction, non-fiction and poetry), focusing on modelled reading, discussions, author techniques and choices. As a school, we are still dedicated to supporting children's fluency which include strategies such as choral and echo reading; and, depending on the cohort, a carefully selected diet of specific fluency development and comprehension skills, centred around the following content domains: vocabulary, inference, prediction, explaining, retrieval, summarising/sequencing (VIPERS). This will be delivered at least four times a week.
- **Understanding text structure.** We understand that understanding text structure and layout is essential for supporting reading comprehension. Within our English Curriculum (from Y1-6), children are exposed to a wide range of genres, both as readers and writers. Within these units, children learn, in detail, structure and layout of genres to support both their independent writing and reading comprehension. These lessons are known as 'Find the Shapes': the complete piece is broken up into meaningful shapes that have a specific purpose, allowing the children (or readers) to navigate their way through text to hone in to required information. During guided reading, children are exposed to a wide range of genres where specific features are discussed, both purpose and impact on the reader.
- **Progression.** As we build on from phonics, progression is through a diet of aspects: to read 110+ a minute, with appropriate prosody, with an age-appropriate text; to ensure that children have the vocabulary to be able to be at ARE or above for reading ages using NFER resources. To expose children to an array of quality texts, that are ambitious and diverse, that allow children to develop their skill-set linked to VIPERS. Additionally to



ensure milestones from the NC are covered and achieved through teacher assessment. Checkpoints at three points of the year to provide a scaled score. A triangulation of these activities, support the monitoring and evaluation of progress and attainment, while ensuring specific end points are reached.

- **Bottom 20%.** Regardless of age, children who are at risk of falling behind their peers are identified through robust assessment. Interventions are carefully targeted and monitored - to close specific gaps. These may take the form of 1-to-1/group catch up, additional reading practise based on the specific area of need (phonics, fluency or language comprehension)

### **Reading for Pleasure/Reading for Enjoyment**

- **Access to quality books.** Children are offered high-quality books that reflect the diversity of our modern world. Our classrooms all have book corners/libraries that are well-stocked and inviting. Additionally, children have access to topic-specific books to support enjoyment of the topic.
- **Book talk to enhance and express understanding linked to author intent.** We understand that reading is more than practice and written comprehension, and that children need to be given opportunities to discuss texts verbally. Teachers read to the children every day, focusing on enjoyment, speaking and listening, while allowing the children to see/hear taught concepts in action, linking the learning to enhance better understanding, linking to how and why authors choose words and phrases; therefore allowing children to use specific techniques in their own independent writing.
- **Strong vocabulary development.** High quality texts and extracts are chosen in reading lessons, appropriate to expectations. Vocabulary is explored, developed and often recorded, for children to embed these within verbal and written communication. Tier two words are explicitly taught, with tier three words being accessed across the curriculum. During English writing lessons, children record ambitious/ precise vocabulary on the 'Thinking Side' during the initiate phases of lessons to provide children with high-quality words to construct effective sentences, embedding them in independent work. In EYFS, vocabulary development is a prime area of learning within 'Communication and Language'. Ambitious vocabulary is explored and used daily throughout as a result of quality interactions between adults and children, through carefully planned activities
- **Reading across the curriculum.** Teachers provide opportunities to read in different subject areas, either to further develop their understanding of topics, or to support their emotional literacy.
- **Allocated time for free reading.** We know that to develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. In EYFS and KS1 children make use of book corners/ themed role-play areas to select books for pleasure. In KS2, children are given time for reading for pleasure, where they can read books of their choosing or explore texts that teachers have selected for them to try. Additionally, children are regularly rewarded with books from our vending machine that sits within the school's entrance.
- **Essential story time.** Teachers read to children in all classes, and this time is prioritised and is seen as a key part of the school day. Children enjoy a minimum 10 mins of story time a day, allowing children to be exposed to more books. All adults within school recognise the importance of being role models as readers.

### **Impact. How will we know we achieved our aims?**

- By engaging in and listening to high-quality texts, children display enthusiasm for reading and **choose to read for pleasure**
- As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments, and **essential skills allow children to transition confidently to next stages of learning**
- **Children read for meaning and pleasure**, staff enthusiastically share texts and show themselves as readers; and parents/visitors actively support us



- Children choose books for pleasure, entering a wide range of worlds that reading opens up and immerse themselves in topics of interest in lessons and beyond
- Children read in other subject areas and as a result their skills are enhanced and understanding of the world increased
- Parents recognise reading as a strength of our school and work in partnership with us to promote a life-long love of reading.
- A high number of children achieve the expected standard or higher, and through targeted intervention, those who find reading challenging are helped to keep up.