



## **Reading Policy 2022**

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*Note: This policy was produced in Spring Term 2022 when Durham Lane had just embarked upon the Little Wandle training and implementation of the programme. Therefore, start dates and assessment dates may differ during 2022.*

## The context of our school

Durham Lane Primary school is fully inclusive of all children and we believe that it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

## Intent

### Phonics (reading and spelling)

At Durham Lane Primary, we believe reading is a quest for meaning which requires the reader to be an active participant. A love of books and reading contributes not just to language and literacy development, but is also of immense personal and social value. We want our pupils to enjoy reading for pleasure as well as using it to acquire knowledge.

We also believe that all our children **can** become fluent readers and writers. This is why we teach reading in EY and KS1 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 build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, we aspire to having all our children being able to tackle any unfamiliar words as they read. At Durham Lane Primary School, 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.

### Comprehension

As we have said, at Durham Lane Primary School, we value reading as a crucial life skill. By the time children leave us, we aim for them to be able to read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have two Reading Leaders who drive the early reading programme in our school. Both are highly skilled at teaching phonics and reading, and they monitor and support our early reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme as well as ensuring that the love of reading is promoted throughout the school.

## Implementation

### 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:
  - A language rich environment where adults talk to children throughout the day
  - 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 aim to 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 Revised expectations of progress](#):
- 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 regular 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 regular 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. 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.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, they will receive support as appropriate.

## Teaching reading in EY and Year 1

- We teach children to read through reading practice sessions up to three times a week. These sessions:
  - are taught by a fully trained adult to small groups of children
  - use books matched to the children's secure phonic knowledge
  - 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 of delivering the programme. 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.

## 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 regularly.
- When children have been identified as having gaps in their phonic knowledge and/or comprehension, we use a range of intervention programmes including Lexia and Better Reading in order to meet their individual needs.

## 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. In EY and KS1, 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 Reading Leaders and SLT regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

## Teaching reading in Year 2-Year 6

Once children can decode accurately and quickly and are able to understand what they are reading, a range of reading materials are used to develop our children's comprehension and love of reading.

- Wherever possible, we do guided reading every day. Children are placed in groups according to their reading ability. The teacher works with a group and guides children through a range of reading activities, according to their age and needs. The teacher plans what will be done with this group using an agreed planning format and objectives are chosen from the National Curriculum. These objectives are annotated and dated after each session and highlighted when they have been achieved. This provides a running record of each child's progress. The teacher also writes in the child's individual reading record when guided reading has taken place.
- During guided reading time, the rest of the class are employed doing other reading activities (this could include reading for pleasure, buddy reading, finding information in books, phonics activities, reading comprehensions, book reviews etc.) or other English activities such as spelling work, using a dictionary or correcting written work from previous lessons.
- Children are also encouraged to read individually in school and at home. Once a child can decode efficiently and has completed the Little Wandle programme, we use a range of reading materials to allow children to practise their skills. These materials are housed in designated areas in the school. Each teacher has a system for changing these books regularly when an adult indicates that the book has been read and teachers encourage children to read with adults at home.
- As well as our reading scheme books, each classroom has a well-stocked reading corner which the children can choose books from to read at school or at home. Teachers regularly check that these books are appropriate to the child's ability.
- Teachers use activities from the "wordpower" programme to encourage children to develop their vocabulary and to use these words in their writing.
- Teachers provide opportunities to learn about a range of different authors throughout the school;
- Teachers encourage children to become independent and reflective readers who are able to develop their own personal tastes by giving them opportunities in guided reading sessions to discuss books and authors that they have enjoyed and to share these with each other, often writing book reviews to share their opinions;
- Teachers use specific inference training techniques in order to promote comprehension and allow children to question the text they are reading.

## Home reading

In EY and Year 1 (and beyond for those children who still need to access the Little Wandle programme)

- The decodable reading practice book is taken home to ensure success is shared with the family. This is sometimes a paper copy and sometimes an e-book.
  - Reading for pleasure books also go home for parents to share and read to children.
  - 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.

In Year 2-Year 6, children take home a variety of books to practise their reading skills and adults are actively encouraged to read to and with the children, completing reading records at least 3 times a week.

## Ensuring 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)

At Durham Lane Primary School, we value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at our school and our local community as well as books that open windows into other worlds and cultures.
- 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 and in other areas of the classroom and outside provision every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. 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 and keep a list of the books/authors that they have read as well as completing book reviews regularly.
- The school library is made available for classes to use at designated times and Year 6 librarians assist the younger children in choosing books.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, national events such as World Book Day etc.).
- Our non-fiction school library is run by older KS2 children where all children can borrow books on a rota basis.
- We encourage visits from authors, some online.
- We use the mobile library which visits the school regularly (when there are no covid restrictions in place).
- We encourage links with the library service as available.
- Y6 annually take part in Stockton's Book of the Year project.
- Teachers regularly use texts as a foundation for topic-based learning.

## Bookworm of the Week:

Each week, teachers choose a child from their class who has done something exceptional in their reading. This might include reading at home more regularly, giving good answers in guided reading activities, writing a book review or working particularly hard with their phonics. This child is awarded a certificate and sticks their individualised bow/bowtie on their designated bookworm in the hall where it is displayed for all to see for a week.

## Impact

### Assessment

Teachers regularly assess reading throughout the school to ensure that all children make good progress; these assessments inform future learning and support. In EY and Year 1 (and for some children in Year 2 and beyond who need keep-up support), Little Wandle assessments are used as outlined below. In Y2-Y6, assessments are carried out each time guided reading takes place, but summative assessments are also used to check that children have age-appropriate phonic knowledge, allowing them to decode quickly and accurately as well as having sufficient comprehension skills to understand what they have read.

### Assessment in EY and Year 1 (and for some children in Year 2 and beyond who need keep-up support)

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 1 sit the Phonics Screening Check. Any child not passing the check, re-sits it in Year 2.

### Ongoing assessment for catch-up

- Children in Year 2 and Year 3 who need catch-up support, 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 who have been identified as needing additional catch up support, will receive bespoke interventions planned by teachers to meet their individual needs.