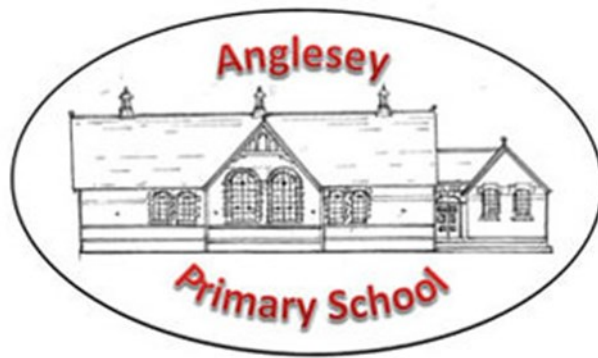


Anglesey Primary School



Reading Policy

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Curriculum Statement

Anglesey Primary School is a vibrant and nurturing school community, where children are given the skills to become inquisitive, resilient and independent learners. Our curriculum provides a range of creative and inspiring experiences for all. This equips our children with the life skills to be happy, to flourish and to be successful...

Today, tomorrow and in the future.

Intent

At Anglesey Primary School our Reading Curriculum is underpinned by the values in our Curriculum Statement. We aim to provide children with the skills they need to independently delve deeply into texts; unlocking the meaning of them.

Children initially learn to decode words through our Systematic Synthetic Phonics program and to recognise that meaning is assigned to these words. In tandem, they develop decoding and comprehension skills. Over time they begin to recognise prosodic elements in reading and to also apply them to engage a listener. Similarly, they develop fluency which further enables them to comprehend the texts they read.

At Anglesey we aim for all of our children to become capable readers who develop a lifelong love of reading. We recognise the importance of reading and how being a good reader equips children for the future.

Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading...it is not just that the academically able children read more but that they have become academically more able through the reading they have done.

The Reading Framework—Teaching the Foundations of Literacy 2023

Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances.

The Reading Framework—Teaching the Foundations of Literacy 2023

Reading skills

Our Reading teaching encompasses a number of different elements:

***Decoding skills:** Decoding is developed through our Systematic Synthetic Phonics Program: Little Wandle. Children work through a structured Phonics program from Nursery to the end of KS1 and children requiring additional intervention in KS1 receive this through a Keep Up Program. We aim to send children into KS2 being fluent decoders but for any child still needing support, they receive additional intervention through a Catch up program. Furthermore, our SEND children have a bespoke program tailored to their needs through Little Wandle's SEND program. The approach to Early reading in school begins with children developing decoding skills through the use of matched decodable texts during reading lessons.

***Prosody:** This is the skill of becoming an expressive reader. It comprises all of the variables of timing, phrasing, emphasis, and intonation that speakers use to help convey aspects of meaning and to make their speech lively and engaging. As children develop more secure decoding skills, they are able to focus on prosody. Prosody is developed through the Little Wandle Early Reading approach and continues to be a focus throughout school.

***Fluency:** Fluency is the ability to read a text accurately, quickly, with automaticity and prosody. Reading fluency is important because it provides a bridge between word recognition and comprehension. Books are matched to the phonics teaching in KS1 (Collins Big Cat for Letters and Sounds) and enable the development of fluency alongside phonic and prosodic development. In KS2, these phonically matched books are also still available for any child who has not secured their phonic knowledge.

***Comprehension:** Children are drawn to the purpose of reading from the outset– to find meaning. Reading a wide range of texts exposes them to a broad vocabulary and develops background knowledge of a range of contexts. They will recognise how sentences and texts are constructed and can begin to predict how texts will develop. As their exposure to texts increases, their prior knowledge will be used to make inferences on texts and the cognitive models they build will reflect their growing understanding. When understanding is lost, they will recognise the need to re-read to find lost information in order to amend and update these mental models.

Comprehension skills are also developed further in **Book Talk** sessions from Year 2– Year 6.

These sessions:

- Provide for children of all abilities
- Support the development of oracy through provision of sentence stems and key vocabulary suggestions
- Strengthen comprehension through discussion
- Develop vocabulary associated with texts and analysis
- Expose children to a broad range of text types
- Demonstrate how the skills of reading can be applied to multiple contexts
- Build confidence through a process of extracting language and constructing meaning.

‘..book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself.¹⁶ This primes them to understand what they read later, in their leisure reading and across the curriculum. ’

‘..listening to, thinking deeply about and discussing a wide range of texts, including literature, develops pupils’ love of reading and enhances their vocabulary.’

The Reading Framework 2023

Implementation

Reading in EYFS

Nursery

The Nursery children begin with a 'Story of the Week'. They learn a range of stories from different genres in order to begin to have some favourites, as well as learning how to find information from non-fiction books. Initially the children learn how to repeat words or phrases from familiar stories. As they progress they become aware of how stories are structured, suggest how a story might end, anticipate key events and are able to recall. The children learn how to describe story settings, events and principal characters. Throughout the year the children become familiar with the Write Stuff lenses and build an understanding of what lens a word may come under.

Phonics

Nursery start their Phonics teaching with Phase 1. They will follow the Little Wandle Letters and Sounds Revised Foundations for Phonics programme. This programme starts in Autumn 2 of the year and looks at; rhyme, alliteration, voice sounds, oral blending, oral segmenting, and works on setting a really good foundation for learning to read ready for reception.

Reception

When the children transition into Reception they continue with a 'Story of the Week' and begin to teach 'The Write Stuff' more explicitly. For three days of the week, they teach 3 fiction sessions where they read a fiction text, and using the FANTASTIC lenses, create a verbal sentence of their own to match a plot point picture. By the end of the year, the children will be able to write their own sentence, and read it back independently. For the other two days of the week, they teach 2 non-fiction sessions, using the same text and examples of the structure they are working on, e.g. a non-chronological report, newspaper, diary entry, which they read through as a class.

Reception also have whole class shared reading sessions, which are carefully planned using the EYFS Curriculum Development Bands. The shared reading planning includes:

Prediction

Adults will ask children a variety of questions based on the text and images e.g. The title/first line/blurb and images from the book. Children will draw on past experiences of books, knowledge of characters and personal experiences.

Vocabulary Development

Adults will read the story and ask questions in order to determine the meaning of unfamiliar words. Children will be supported to understand the meaning of unknown words using pictures and clues from the text. They will use new vocabulary and speech that is increasingly influenced by their experiences of books.

Repeated Refrains and Sequencing

Adults encourage the children to finish sentences and fill in the missing words. They also learn repeated refrains in stories e.g. “run, run as fast as you can you can’t catch me I’m the Gingerbread Man”. Children will show their understanding of a text by sequencing events: beginning, middle and end.

Characters: Infer/Retrieve/Explain

Adults will ask questions about the principal characters: Who? Why? Where? What? etc. The adult will support the children to look for the answers in the images, as well as text and ask the children to explain their thinking.

Setting: Infer/Retrieve/Explain

Adults will ask questions about the setting: Where are they? Tell me about? How does it make you feel? Why? etc. The adult will support the children to look for the answers in the images as well as the text. Adults will ask the children to explain how they have come to the answer.

Guided Reading

The children take part in small group Reading Practice Sessions, three times a week. The books for these sessions are matched to the children's Phonic knowledge, these books will be going home to help with their reading at home as well. The reading sessions will follow the structure of the Little Wandle programme. The children will read and understand simple sentences and use their phonic knowledge to decode regular words. The children are asked to demonstrate understanding when talking about what they have read.

Phonics

Whole class daily phonics is taught in Reception, which includes Phase 2, Phase 3 and Phase 4. The children's phonic knowledge is assessed every 6 weeks to ensure progression. Children working below expectation receive tailored intervention.

Child Initiated Reading

During Child Initiated Activities in both Nursery and Reception the children are encouraged to access the Reading areas independently, in both the indoor and outdoor classrooms. Books are tailored to the children's emerging learning needs and interests, as well as having the opportunity to read/retell the stories they have learned during 'Story of the Week', 'Shared Reading' and 'The Write Stuff'. We also give the children the opportunity to tell familiar/or create their own stories using props/story bags. The Nursery children are encouraged to handle books carefully, holding them the correct way up, whilst turning the pages. In Reception they will begin with naming and sounding the letters of the alphabet, begin to read words and simple sentences and to know that information can be gained from books including non-fiction. Once the children reach the Early Learning Goal they are able to demonstrate an understanding and talk to their peers about what they have read.

Implementation

Reading in Key Stage One

At Anglesey in KS1 we have 5 strands which reflect our provision:

- Small group reading
- Individual reading
- Whole Class Reading
- Story-time
- Intervention

Small Group Reading (3 x 30 mins)

Children in Year 1 (and some children in Year 2) will read in Small Groups of similar ability peers according to their current book band. The books read will be matched to their phonics stage and be fully decodable. They will read three times a week in this small group and will be supported by an adult. Session 1 will focus on developing Decoding Skills, Session 2 will focus on Prosody and Session 3 will focus on Comprehension. The text will also be their 1-2-1 text so the children will have multiple exposures to the text to build familiarity.

Adults will have prepared questions for the comprehension sessions which focus on retrieving details from the text; making inferences; building vocabulary knowledge; discussing contexts; text features; predicting events based on what they already know and recognising the sequence of events.

Each week the texts for each group will change to allow children to read a broad range of texts and text types. Children will also be able to take the text home to re-read or complete reading with an adult. These reading sessions will follow the programme of the Little Wandle Reading Practise sessions.

Individual Reading

Every child in KS1 will be read with 1-2-1 at least once a week on top of their reading practise sessions. These reads provide each child the opportunity to apply phonic knowledge and gain individual support. During this read the adult will note the child's progress in decoding, fluency, prosody and comprehension.

Each child will read with an adult a carefully chosen fully decodable banded text which they will also use in the Reading Practise Session. This session will be recorded and commented on in the child's reading diary.

Whole Class Reading

Whole class reading is used for the teaching of reading once children have successfully completed the Little Wandle phonics program (for most children this will be by the end of Year 1). These sessions are primarily aimed at developing comprehension skills but children will of course continue to decode unfamiliar vocabulary, use prosody and develop reading fluency within these lessons.

Weekly Reading Structure

Three lessons each week will focus on reading to support the children's knowledge of the broader curriculum. Texts will be chosen by teachers which are suitable for the child's reading age that link to the learning taking place in other subject areas such as History, PSHE, R.E, Geography and Science. This will introduce children to a range of non-fiction texts such as Newspaper reports, Biographies, Information texts and Historical recounts.

Two lessons each week will focus on reading extracts taken from the Class Novel. This will allow children to revisit an extract they have heard and will provide exposure to fictional writing. Children will also build reading stamina as the class novel will be a sustained read over a longer period of time. One of these lessons is devoted to *Book Talk.

Lesson Content

Prior to reading any extract, teachers will discuss the context of the extract and introduce and explain context-specific vocabulary along with any enabling images. For example, if the chosen text extract is based around the 'Bonfire Night' then children will be introduced to related vocabulary, such as 'fireworks, toffee apples, Guy Fawkes' etc. This pre-teaching of the context-specific vocabulary will enable the text to become immediately more accessible. Children will then spend time reading the text and discussing it. Sessions will focus on developing vocabulary knowledge, contextual knowledge, textual knowledge and fluency. Teachers will check understanding by asking questions which will require children to retrieve and discuss information; make inferences; and predict and sequence events. Children will also in discussions explain their thinking connected to texts using appropriate book-related terminology. Most of the lesson time will be spent actively reading to build fluency and a broad understanding.

*Book Talk

Teachers select 3 'Reasons to read' from the Reading Rainbow– one from each tier of the Rainbow. Children work together in groups to closely analyse the text for each chosen 'Lens' and feedback to the teacher. The lesson is divided into 3 segments, one for each 'Lens', although there is flexibility to adjust this number to suit the cohort. The teacher can choose to use one text for the whole class but may also decide to select texts to suit different abilities. Children use the sentence stems provided by the Interactive Reading Rainbow to construct their responses, relate feedback to the text, use textual evidence and bonus 'book talk language' words . Utilising the Reading Rainbow enables teachers to focus in on more specific reading skills and enables children to construct high quality responses to a text.

Story-time session

To expose children to a wealth of vocabulary beyond which they currently use themselves, teachers read to the children a carefully selected text from the Year Group Reading spine. This comprises a range of high quality texts specifically chosen to suit the age of the children that come highly recommended by literature experts. These texts ensure children hear stories where they see themselves reflected as well as those whose lives are different to their own. Texts are revisited during whole class reading sessions to provide opportunities to check and further develop comprehension of this familiar text.

Intervention

For those children identified as being in the lowest 20%, additional reading intervention takes place to help close the gap with their peers. These sessions will focus on improving decoding, prosody, fluency and comprehension. NTS termly assessments help to inform these and provide tailored intervention sessions for identified children.

Reading at home

Children will take home the text they have been reading during their small group session. This text has been carefully matched to their phonic ability and this provides them with another opportunity to practise their reading of a familiar text with an adult at home. In addition, all children choose a free-choice book from the class library to enjoy and share with adults at home. All children have a reading diary and parents are encouraged to record and comment on any time they have spent listening to their child in this diary.

Implementation

Reading in Key Stage Two

At Anglesey in KS2 we have 4 strands which reflect our provision:

- Small group reading
- Whole Class Reading
- Story-time
- Intervention

Small Group Reading

Children in KS2 who are still using decodable texts continue to have 3 small group reading sessions focussing on decoding, prosody and comprehension following the same Little Wandle format as in KS1. Each child has a reading diary and their progress in these sessions is recorded and commented on in these diaries. They will also receive 'Catch Up' Phonics sessions to help them to quickly close the gap with their peers. This group of children will then return to the Whole Class Reading sessions with their peers for the final 2 reading lessons of the week.

Whole Class Reading

Whole class reading is used for the teaching of reading once children have successfully completed the Little Wandle phonics program and most children in KS2 will have 5 whole class reading lessons each week. Those children who are still using decodable texts will have 2 whole class reading sessions each week to expose them to this format and benefit from sessions focussed on their Class Novel. Whole class reading sessions are primarily aimed at developing comprehension skills but children will of course continue to decode unfamiliar vocabulary, use prosody and develop reading fluency within these lessons.

Weekly Reading Structure

Three lessons each week will focus on reading to support the children's knowledge of the broader curriculum. Texts will be chosen by teachers which are suitable for the child's reading age that link to the learning taking place in other subject areas such as History, PSHE, R.E, Geography and Science. This will introduce children to a range of non-fiction texts such as Newspaper reports, Biographies, Information texts and Historical recounts.

Two lessons each week will focus on reading extracts taken from the Class Novel. This will allow children to revisit an extract they have heard and will provide exposure to fictional writing. Children will also build reading stamina as the class novel will be a sustained read over a longer period of time. One of these lessons is devoted to *Book Talk.

Lesson Content

Prior to reading any extract, teachers will discuss the context of the extract and introduce and explain context-specific vocabulary along with any enabling images. This pre-teaching of the context-specific vocabulary will enable the text to become immediately more accessible. Children will then spend time reading the text and discussing it. Sessions will focus on developing vocabulary knowledge and recognising the impact of vocabulary choices; contextual knowledge to support inference, textual knowledge and fluency. Children will also learn to monitor their comprehension of a text and to recognise when they need to re-read. Further, teachers will check understanding by asking a range of questions. These will require children to retrieve and discuss information; make inferences; find supporting evidence in texts; make predictions and summarise themes, ideas and links in and between texts. Children will also in discussions explain their thinking connected to texts using appropriate book-related terminology and compare texts. Lessons will involve a combination of extended reading sessions as well as close reading sessions.

*Book Talk

Teachers select 3 'Reasons to read' from the Reading Rainbow– one from each tier of the Rainbow. Children work together in groups to closely analyse the text for each chosen 'Lens' and feedback to the teacher. The lesson is divided into 3 segments, one for each 'Lens', although there is flexibility to adjust this number to suit the cohort. The teacher can choose to use one text for the whole class but may also decide to select texts to suit different abilities. Children use the sentence stems provided by the Interactive Reading Rainbow to construct their responses, relate feedback to the text, use textual evidence and bonus 'book talk language' words . Utilising the Reading Rainbow enables teachers to focus in on more specific reading skills and enables children to construct high quality responses to a text.

Story-time session

To expose children to a wealth of vocabulary beyond which they currently use themselves, teachers read to the children a carefully selected text from the Year Group Reading spine. This comprises a range of high quality texts specifically chosen to suit the age of the children that come highly recommended by literature experts. These texts ensure children hear stories where they see themselves reflected as well as those whose lives are different to their own. Texts are revisited during whole class reading sessions to provide opportunities to check and further develop comprehension of this familiar text.

Intervention

For those children identified as being in the lowest 20%, additional reading intervention takes place to help close the gap with their peers. These sessions will focus on improving decoding, prosody, fluency and comprehension. NTS termly assessments help to inform these and provide tailored intervention sessions for identified children.

Reading at home

Children will take home the text they have been reading during their small group session if they are still reading decodable texts. This text has been carefully matched to their phonic ability and this provides them with another opportunity to practise their reading of a familiar text with an adult at home.

Furthermore, children who are reading below age-expected levels but beyond decodable texts will have a text matched to their fluency level to support their developing fluency levels to take home. In addition, all children choose a free-choice book from the class library to enjoy and share with adults at home. All children have a reading diary and parents are encouraged to record and comment on any time they have spent listening to their child in this diary.

Impact

Teachers and Teaching Assistants use AFL principles and appropriate feedback methods during the lesson. Feedback is effective in ensuring pupils progress throughout a lesson and used to inform subsequent planning. It is recognised that live feedback in addressing errors and misconceptions is the most effective.

Progress is measured using a combination of reviewing reading records and evidence gathered in books; termly NTS comprehension assessments and fluency assessments. These are then used to inform planning and to inform the Teacher Assessment judgements at the end of each term.

Year group leaders attend a termly Pupil Progress meeting to share data. These meetings identify pupils who will be placed into intervention groups and discuss intervention materials required. Children are identified for inclusion in intervention sessions from fluency assessments and NTS assessments termly.

Monitoring

The English Lead alongside SLT are responsible for monitoring and evaluating the Reading curriculum. Reading provision is monitored through a triangulation of observing the teaching and learning in lessons, book trawls, and reviewing fluency and NTS data in Pupil Progress Meetings.