



Pendle Education Trust

Policy / Procedure / Guideline Review

Reading Policy

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Policy Approved by	Paul Whaling (Principal)
Date	April 2024
Review Date	April 2026

Summary of values

Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs.

Pendle Education Trust

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Company Registration Number: 08263591

Place of Registration: England and Wales



A summary of our whole school reading curriculum intent:

We believe that reading is the key to unlocking potential and a world of learning. It is fundamental, in order to develop knowledge and skills across the curriculum and the key to achieving throughout life.

We provide children with a literary rich environment, diverse and cross curricular high-quality texts, inspiring learning and enrichment opportunities, so that all pupils:

- Apply their knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
- Read accurately, fluently and with understanding;
- Read with expression, clarity and confidence;
- Read and respond to a wide range of different types of texts;
- Develop a sound linguistic knowledge of vocabulary and grammar;
- Develop a deeper level of emotional intelligence and empathy;
- Read fluently, and with confidence, in any subject in their forthcoming secondary education.
- Develop a life-long love of reading and books.

Intent

Phonics, Reading and Spelling

At Casterton Primary Academy, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in 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, all our children are able to tackle any unfamiliar words as they read. At Casterton Primary Academy, 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

At Casterton Primary Academy, we value reading as a crucial life skill. By the time children leave us, they 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 a Reading Leader, who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Make reading skills explicit in KS2

Children need to be aware of the reading skills that they are using, in order to give them a greater understanding of what makes a well-rounded reader. We break down the skills (seen on each year groups' progression of skills target cards- including in KS2 pupils' Reading Journals) into 6 simple words - using the reading VIPERS:



Vocabulary (word reading and understanding)
Infer (inference skills)
Predict (guessing what will happen in the text)
Explain (explaining unfamiliar words and developing vocabulary)
Retrieve (finding information in the text)
Summarise –KS2 (summarising the text or section)

Implementation

Daily phonics lessons in 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 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 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 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 – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - 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.
- 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. 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.

Key Stage 2

Through daily guided reading, independent reading, reciprocal reading and comprehension activities, children are taught and given the time for them to develop the higher order reading skills of prediction, deduction and inference, summarising, explaining, broadening their use and recognition of challenging vocabulary, as well as continuing their decoding skills, at a higher level. We also have a dedicated session for teaching, developing and supporting pupils with their oracy skill development, as well as their love of reading.

In Key stage 2, we use high quality reading books from the Rigby Quest, Pearson Bug Club, Big Cat, ORT and Project X schemes. All pupils also have access to e-books from the Pearson Bug Club scheme. These books are carefully selected and matched to pupils' current book banded levels, so that all pupils can access physical book banded texts, library texts and ebooks, both in school and at home.

Pupil Participation

Pupils are encouraged to participate in the decision- making processes of purchasing new reading materials, the selection of new reading title/ picture books, poetry, newspapers etc. for their class, sharing/ exchange suitable reading material from home, are part of the creation and organisation of reading environments within the classroom, as well as sharing and reviewing new technology, software and appropriate apps.

All pupils need to be part of these processes, to know they are listened to, and that their views are valued. We have Reading Ambassadors from each class, to represent the views of the children too. They work alongside the Reading Leaders, when making key decisions, planning and running events.

A Culture of Reading

Developing a culture of reading, at Casterton Primary Academy, is fundamental to the progression of the children, not only in reading, but across all other subjects.

In classrooms, teachers will place a high value on books and reading by;

- Ensuring that the classroom has a well-designed and looked after book corner
- Caring for books through the use of school and class librarians
- Finding daily opportunities for children to read independently
- Ensuring that all pupils experience daily reading aloud of aspirational and engaging texts

The school will provide additional events and activities to widen the scope of reading such as:

- Visits by established authors to promote reading and their responses
- Visiting our local library (signing the children and their families up with membership)
- Competitions, book swaps, book sales and reading awards throughout the year
- Book fairs and visits to bookstores
- Activities and further events that are planned for by our school 'Class Reading Ambassadors,' who meet to plan how they would like to make a positive impact and share our love of reading.



Home reading

- 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.
 - 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.

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly, for both independent reading and books to be read aloud. This will be monitored through the child's reading journal (Brain Box). We also hold specific reading meetings for year groups, especially in Reception and KS1. This support is also offered and reminders given at each parent's evening. Bilingual staff are also used to communicate with and set extra tasks/homework for our EAL/bilingual parents/carers.

Additional reading support for vulnerable children, including SEND and AG&T

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

At Casterton Primary Academy, we strive to meet the needs of all children, ensuring that they meet their full potential, and remain challenged academically. The provision for children with Special Educational Needs and Disability, as well as those who have been identified as Able, Gifted & Talented, is set out in the relevant policies. They receive extra support, experiences and challenges within the lessons, in addition to extra work and experiences, outside of the specifically adapted/catered for reading sessions. In KS2, this includes an extra teacher session, at least once a week. Pupils identified as AG&T, as well as having the potential to achieve Greater Depth targets are challenged and supported further, to drive the highest level of attainment, as with all pupils.

All children working below age related expectations, will receive additional support from the teacher, teaching assistant, parent helpers and specialists, where appropriate.
(see the Reading Pupil Entitlements).

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. 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 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.

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)



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 Casterton Primary Academy 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 Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from 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.
- The school library is made available for classes to use. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment

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:
 - half-term 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.
- Year 6 will sit their Reading SATs tests.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment, including Star reading assessments to determine their actual reading ages, as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.





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