St. Thomas of Canterbury RC Primary School

Reading Policy December 2022

**Intent Statement**

Reading at St. Thomas of Canterbury is the cornerstone of our school curriculum; it provides the passport our children need to fully embrace and succeed in their future life. We must ensure that every pupil, from entry in the nursery, benefits from quality first teaching, timely intervention (as required) and most importantly the opportunity to foster a life-long love of reading.

The systematic teaching of phonics provides the building blocks for word reading and is therefore prioritised and well resourced. We intend to ensure that all children are fluent decoders by the end of Key Stage One. We believe the art of reading should be treasured by all so we make sure that no child is left behind on their phonics learning journey. Daily and precise systematic synthetic phonics is taught through interactive and engaging sessions; which allows a positive learning culture for all children to thrive! Decoding words is the ‘way in’ to a text, but to understand and connect with the content, systematically taught comprehension skills are vital. Staff follow a cohesive approach, led by our bespoke comprehension guidance.

Beyond direct teaching, we must provide an abundance of opportunities to use the skills of reading to access learning in other subjects and indeed in life.

**Implementation Statement**

**The reading curriculum – what it looks like from EYFS to Y6**

‘Little Wandle Letters and Sounds Revised’ is the phonic program of study followed with fidelity in Reception and Y1. This was introduced in December 2021. Before the children start the program, there are tuning into sounds in the Nursery class following Little Wandle’s Foundations for Phonics.

For comprehension, the Lancashire Learning and Progression Steps (LAPS) state the key learning in reading from Y1-6 (based on the NC). SToC Comprehension Skills Progression document (2017) is the ‘what’ to teach in reading. The ‘how’ to teach it, is in a document named: ‘SToC Toolkit Progression’. This school documentation ensures pupil readiness for their next stage in learning. The different vehicles for acquiring this substantive knowledge are detailed below.

**Word Reading**

**Phonics** provides the gateway for children to start to read for themselves. This begins through exploring sounds in the environment in Nursery, tuning into features of sound, such as rhyme and alliteration and how the speech sounds heard in sequence form words. As children move towards Reception, our highly-trained staff begin the systematic teaching of letter to sound correspondence. This is the stage at which children embark on our school program of **‘Little Wandle Letters and Sounds Revised’**; a government approved synthetic phonics program. Lessons are taught daily and are complemented by reading practise sessions. One to one and group intervention are provided to ensure all children ‘keep up’ with the pace they need to become a reader. Children have access to an array of reading challenges within their classroom provision giving them the opportunity to apply what they know. Weekly books are assigned via our Collins E Library so pupils can practise and celebrate their reading progress at home.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

The Little Wandle program continues very successfully throughout Year 1. In Year 2, we aim for all children to make a pivotal transition from 'learning to read' to 'reading to learn'. Every child is unique so early identification of children who are not on track to meet this goal, is key. Staff identify any barriers such as SEND needs, EAL, or pupils new to the school or country. They set about tailoring the teaching of phonics to meet the needs of the individual child and accelerate learning where possible.

**Home reading** plays an important role throughout the primary school journey. The disciplinary skills of reading need to be practised regularly. Parents listening to their child read at home every day, allows for this practise. Also parents and carers reading to their child (no matter what their age) is of huge benefit too.

**Reading Comprehension**

The development of The Reading Journey in 2011 showed that the various comprehension skills needed to be taught explicitly (and understood by teachers and pupils alike). As the 2014 curriculum was introduced, the English Team set about to write a document that ensured progression, breadth and depth – SToC Comprehension Skills Progression document (2017). This followed a year of trials throughout the classes and a great deal of consultation with the teachers, teaching assistants, parents, governors and pupils. This document is the ‘what’ to teach in reading. The ‘how’ to teach it, followed in a document named: ‘SToC Toolkit Progression’.

**Texts** are carefully chosen to ensure they are of a high quality, include excellent vocabulary, promote diversity and are progressively challenging. They often allow us to enhance the cultural capital of our pupils, where perhaps life experience may be limited. A**Reciprocal Reading** approach is introduced in key stage one and is then embedded throughout the teaching of reading. The children learn to 'predict, clarify, question then summarise' as they read or are read to. This enables them to fully access a text with a good level of understanding when reading in any area of the curriculum and beyond. **Vehicles** to enable this enjoyable and memorable learning include regular Book Talk sessions, Book Time at the end of each day, daily Guided Reading in groups, journal tasks and a weekly Reading Comprehension lesson. 'Know a novel' entwines writing lessons with a high quality novel, where comprehension is explored naturally as the class share each book. Across all foundation subjects, children's reading comprehension is both applied and enhanced when accessing subject specific texts, a skill which prepares children for learning in key stage 3.

**Adaptive Teaching**

Lessons are structured so that pupils can access the same learning intention. There are many ways that adaptive teaching can provide a scaffold for a child – this could be support from an adult, a pre-read, additional vocabulary or peer support to name a few.

Quality first teaching is the key, with pupils remaining in class with their peers and their teacher.

If a pupil is falling behind where they should be, a number of intervention are available including extra phonics in Y1, Morning Reading Club in Y2, Reading Recovery in Y2 or reading buddies in any class.

Pupils with complex SEND, have learning tailored to meet their next steps in learning. Learning to read for example will still follow the Little Wandle scheme or work, but may be at a different stage or pace to others. The Acorn Classroom provides an environment which is smaller than a typical classroom. The class size is also much smaller too.

**Developing learners’ confidence, engagement and love**

A love of reading is it at the heart of our curriculum. We seek to grow this love so that children *choose* to pick up a book. Positive book habits are modelled by adults and promoted throughout the school day. Our glorious **library** celebrates an abundance of new and classic titles from a range of authors. Parents are welcomed daily to share this experience with their child. During lunch times pupils are encouraged to use the library and are guided by our school librarian and pupil librarians. Children can ‘buddy’ up help develop their reading skills. Regular visits to our **local library** encourage children and their families to loan out books and enjoy the range of facilities.

Carefully selected fiction and non-fiction texts and books are used through the curriculum to support learning in all subject areas. Often horizontal links are made that encourage one subject to support. These cross-curricular links help to enhance substantive knowledge.

National and local reading events are celebrating including The Summer Reading Challenge and World Book Day. **Authors and Poets** visit school to celebrate their books. An annual book fair comes to school where parents can purchase books. An annual visit to book shop with the head teacher allows our most reluctant readers the chance to enjoy this wonderful environment.

**Challenge Books** offer a degree of complexity across six titles, carefully selected by school. They become progressively more complex in their vocabulary choices and plot. Bronze, silver and gold badges are awarded by the head teacher when a target number of Challenge Books have been read and evaluated. **Dazzle Books** are available as a reward for effort. These include the latest sought-after titles and award winners! These are refreshed twice each year.

Guided reading groups are purposefully kept small. This ensures that sessions are tailored to the learning needs of the pupils but also to their personalities. Quiet or shy pupils do not get lost in amongst the whole class during these most important lessons. Learning is regularly re-visited to allow opportunities for pupils to practise what they know.

**Impact Statement**

Due to socio-economic deprivation, many pupils who begin in nursery are preforming well below their national counterparts. The curriculum is therefore carefully structured to ensure it meets the needs of all pupils.

Communication needs are addressed throughout the day, with carefully tailored intervention of TALC and WELCOMM.

On-going formative assessment ensures that teachers know what pupils do, and do not understand. Teaching is adapted accordingly.

Little Wandle ‘keep up’ ensures that children do not fall behind their peers when learning to read. Extra daily practise enables targeted and tailored support.

Summative assessment three times a year allows the class teachers to track and monitor the progess of their class. This includes use of the Sheffield STAT materials, NFER tests and the twice-yearly Salford Sentence Reading Test.

Our end of KS2 data shows that despite very low starting points, outcomes in Reading are excellent. School is inline or exceeds national data. This shows that pupils are ready to access learning in the next stage of their journey, at Key Stage 3.

**Leadership and Management**

Here at St. Thomas’ reading is such a priority that it warrants a team of English Leaders. This includes two phonic leads, two reading leads and two team leaders. Their main roles include ensuring that staff are highly trained to deliver the Little Wandle phonics program and the various other reading systems. A thorough CPD program ensures regular training, mentoring and coaching; this is extremely thorough for ECTs and teachers new to the school. A comprehensive **monitoring** system allows leaders to determine the impact of teaching and learning, measuring whether pupils know more and remember more.

**To be reviewed December 2023 by D.Abbott**