

English - Reading Policy

(first compiled-2013)

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RATIONALE

Wickhambreaux CEPS is a school dedicated to reading and we have a clear, consistent, whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority at Wickhambreaux CEPS, enabling the children to become enthusiastic, independent and reflective readers.

The current National Curriculum aims to encourage all pupils in the habit of reading widely and often. The government expects teachers to do everything they can to foster a love of reading. As outlined in the Department for Education report, *Reading: The Next Steps-Supporting higher standards in schools* (2015), reading for pleasure is not only important because it improves performance in reading tests; it has much wider significance for children's education (2015; pp18) and also has positive social consequences (2015; pp19). Therefore, the school recognises that success in reading has a direct effect upon progress in all other areas of the curriculum and beyond and is crucial in developing children's self-confidence and motivation. The government expects teachers to do everything they can to foster a love of reading (2015; pp 20) and at Wickhambreaux this is wholeheartedly supported and pursued.

AIMS

The school aims to:

- provide the children with the skills and strategies necessary to develop into competent and fluent readers
- encourage the enjoyment of books and reading so that the children develop a life-long love of reading
- develop a critical appreciation of what they read, nurturing reflective and interpretative responses

- develop study skills so that the children can find appropriate information and know the relevant strategies and techniques to help them find it.
- develop research skills, using library and class texts, in conjunction with the ICT system
- develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- encourage care and ownership of books

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. We strive to create and foster a culture of reading in which children read for enjoyment as they explore as wide and diverse a selection of texts as possible

OBJECTIVES

There is a reciprocity between reading and writing – the two activities are inextricably linked and reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text. At Wickhambreaux CEPS we believe that literate children should:

- read with confidence, fluency, understanding
- be taught the full range of reading strategies including
 - Phonic knowledge (visual information of the text)
 - Word recognition (visual information of the text)
 - Grammatical knowledge (structural information)
 - Contextual knowledge (meaning)
- during shared guided and independent reading, monitor their reading and correct their own mistakes
- have an interest in words and their meanings, developing a varied and rich vocabulary
- read a range of genres in fiction and poetry
- understand, use and be able to read a range of non-fiction texts
- use conventions of library organisation and ICT systems to access texts to locate information
- through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency
- see the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually
- understand the sound and spelling phonics system and use this to read and spell accurately

- have a suitable technical vocabulary through which to understand and discuss their reading
- be interested in books, read with enjoyment and evaluate to justify their preferences

THE PROVISION OF READING AT WICKHAMBREAUX CEPS

Reading Mileage

According to Arlington *et al* (2008), 'Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers'.

At Wickhambreaux CEPS, every attempt is made to ensure that our children gain 'reading mileage.' This means ensuring that the children have opportunities to read wherever and whenever possible, both within reading lessons and across the curriculum. A broad range of reading materials is available in each classroom, as well as a central store of non-fiction texts. Throughout the school, all children are encouraged to choose books which they would like to read and are given the skills needed to choose books which are appropriate. As well as this, as the children's reading improves, they work through our systematic and progressive book levelling system, which follows the Institute of Education's Book Banding guidance*.

*S Bodman, G Franklin, 2014, *Which Book and Why*, Institute of Education, University of London

Opportunities for extending reading mileage at Wickhambreaux CEPS are:

Paired Reading

Older-Younger buddy reading

Individual Reading

Shared Reading

Guided Reading

Reading across the creative curriculum

Home reading

Teacher reading

Whole class reading.

All of this is monitored by HT/ ESL/Reading Manager observations – at least once an academic year.

Appropriate Level Texts

According to Bodman and Franklin (2014), books that are matched carefully to the level of the child’s skills allow a teacher to provide just the right level of support for the task in hand. This guidance is directly linked to the findings of Vygotsky and the ‘zone of proximal development’ (pp20). At Wickhambreaux CEPS, we understand the importance of children enjoying the reading process and how this can be impeded if the children are faced with texts which are inaccessible to their current levels of reading ability. Therefore, staff ensure that the texts that the children are reading are sufficiently accessible, so that at least 90% of the words are readable.

Staff use running records to establish how well the children can access the reading material. The table below shows the percentage accuracy against the level of difficulty:

Accuracy Rate:	Difficulty:
95-100%	The reader is reading a text which is EASY . A high level of success will be experienced. Texts that children read independently of adult support should be of this level.
90-94%	The reader is reading a text which is INSTRUCTIONAL . At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be (is) appropriate for guided reading or reading with an adult.
50-89%	The reader is reading a text which is HARD . The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book. This might be to a book at a lower level or an easier book at the same level. The adult also might decide to read the book to the child first, share-read the book or ‘introduce’ the story and characters first – this might shift the book from hard to instructional level and enable the child to carry on with texts at this level .

At Wickhambreaux CEPS there is a large selection of books that have been levelled in line with Book Banding (see above) in the classrooms to ensure that children are able to choose books from a selection which is matched to their reading ability. In the Foundation Stage, children’s ‘individual reading books’ are books that contain phonically decodable text, which will provide them with structured practice of the current focus phonemes in line with their group’s Phonics Lessons. In KS1 and if appropriate in KS2, the children are given an INSTRUCTIONAL levelled text (‘challenge book’) and a free choice book (‘sharing book’) to take home to read, several times a week. Even children termed as ‘Free Readers’ still need support with selecting appropriately levelled texts. In all KS2 classrooms there are books that have been

sorted into a more flexible school-based banding system which is more in-line with expected reading ages according to the age groups in the classes.

Skilled Adults

As the school is committed to providing the best possible teaching and support of reading, the school employs a permanent, part-time specialist trained Reading Teacher who, in addition to providing Specialised Literacy Lessons (SLL), is also the Better Reading Partnership co-ordinator and the School Reading Manager (herein SRM) and much time has been invested into the training of all teaching and support staff so that they are equipped and confident to deliver the teaching of reading. From March 2018 there is a team of 8 skilled and fully trained volunteers as Better Reading Partners who come into the school twice a week to carry out BRP sessions to support at least 2 children each with improving and making good progress with their reading. These Reading Partners receive annual advanced training sessions to keep their knowledge and skills current.

All Teaching Assistants have been trained as Better Reading Partners. Every effort is made in ensuring that all adults who work with our children have the relevant training required in order to best support the development of reading.

The current *National Curriculum* (2014) aims to encourage all pupils into the habit of reading widely and often and the government expects teachers to do everything they can to foster a love of reading. As outlined in *Reading: The Next Steps* (2015) and *The Reading Framework* (2021).

THE TEACHING OF READING AT WICKHAMBREAUX CEPS

At Wickhambreaux CEPS, reading is taught in three stages:

STAGE 1: **Whole class Teaching** – primarily via Guided Reading lessons and daily Monster Phonics lessons [EY/KS1]
(Quality First Teaching for every child)

STAGE 2: **Better Reading Partnerships
Inference Training (primarily KS2)**
(for children needing to make 2x the average rate of progress)

STAGE 3: **Specialised Literacy Lessons or Specialist Reading Teaching sessions**
(for children needing to make 4x the average rate of progress)

STAGE 1: Whole Class Teaching

At Wickhambreaux CEPS, every child experiences high quality reading teaching at classroom level. How this is taught, supported and encouraged is fully outlined in the *School Curriculum Maps for Reading* (Redmond; 2022). In KS1, all pupils participate in daily specific and systematic phonics lessons from the DfE Validated Systematic Synthetic Phonics Programme, *Monster Phonics* (2022), with phonic level teaching continuing into KS2 as and when necessary.

Reading teaching can take the form of individual 1-1 reading, guided reading sessions or whole class reading lessons. The ESL/SRM ensures that class teachers are up to date with reading techniques and that provision of reading-related learning is on a constant high-level priority throughout the school. The children will be able to read a wide range of fiction and non-fiction texts in a range of formats from the classroom library and class central store. In addition to this, the children will also have an independent reading book to take home each week. Regular reading related homework tasks will be set for children to complete at home and parents/carers are encouraged to share and support with these tasks too.

STAGE 2: Better Reading Partnerships

For children who are identified as being just below the class average but have the ability to reach the appropriate levels, *Better Reading Partnerships* (BRP) may be used as an intervention. The ESL/SRM scrutinises each year group's reading assessment data, every 2 terms, to ascertain those children requiring additional support with their reading progress.

BRP is, what was formerly referred to as, a 'Wave 2' intervention programme delivered by specially trained adults, focused on targeted children in order to develop independent reading strategies and text comprehension. It provides one-to-one additional support for reading. It is a 15 week programme: 15 minutes a session, 2 times per week, following a common structure (See appendix 1). Standardised test scores point to an average gain of 6-9 months in reading ages. Other benefits that we have noted from this intervention are increased confidence, more independence and more enjoyment of reading.

Inference Training:

For children with age-appropriate decoding skills but lower reading comprehension abilities. This intervention is mainly suitable for KS2 and is a small group intervention – groups of four children. Each session lasts for 45 minutes, twice a week for 7-10 weeks. The 'training' serves as a method of improving reading comprehension by making the thinking that occurs when you read, explicit. It focuses on boosting vocabulary, identifying key words/phrases, activating background knowledge, integrating meaning and inference making.

STAGE 3: 1:1 interventions via Specialised Literacy Lessons (SLL) or Specialist Reading Teaching (SRT) sessions

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DISPOSAL – No specific method

SLLs are rooted in the research of Marie Clay who develops a rationale for literacy lessons (2010) that are designed for children aged five or six, who are the lowest achieving in English after their first year of school. These children are often not able to read the simplest of books or even struggle writing their own name before the programme. They receive a short series of intensive lessons with a specially trained, experienced teacher. Children receiving SLL have individual lessons for 30 minutes every day. The lesson series lasts for up to 20 weeks but is shorter for many children. The programme is different for every child, starting from what the child knows and what he/she needs to learn next with a purely phonic-based focus to start with, then moving onto to applying to supporting texts when secure. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning. During the course of the programme the SLL Teacher/ESL will liaise informally, almost every day with the child's CT and TA but there will be regular *Reading Review meetings* to ensure that the progress that the child is making on the programme is matched and supported back in the classroom. The lesson series finishes when the child is able to read and write without help, at the appropriate level for their age. These children need to learn four-to-five times faster than their classmates to catch up and after the intervention their progress is expected to continue in line with their peers.

The school also provides individualised lessons for children outside of the Y1-2 age bracket, who have been identified as requiring more intensive support than can be provided via BRP – as **SRT** lessons. These needs are referred to as Specific Learning Difficulties in Literacy (SpLDLit) and the approaches to supporting them are in-line with BDA (British Dyslexia Association) guidelines.

The strategies taught to become and be a successful reader

At Wickhambreaux CEPS, we recognise that reading is a personal and highly complicated process. Every effort is made to give our children every chance of being successful readers. Following are the skills that we actively teach our children:

- Reading conventions (direction of text, direction to turn pages)
- Decoding and blending & knowledge of phonics and the alphabetic code
- Self-monitoring and self-correction
- Rereading
- Phrasing and fluency
- Retrieval
- Inference and deduction
- Authorial awareness (point of view, linguistic choices, structural choices, context of text)

The teaching of reading and the strategies used by the teachers in each Key Stage varies and adapts as the children progress through the school.

Teaching Reading in the FOUNDATION/EARLY YEARS STAGE

- All children will bring a book bag into school each day
- The teacher will provide every child with a reading book and a reading home/school record + children choose a storybook for sharing at home too.
- Daily and differentiated Monster Phonics **phonic lessons**
- **Individual reading** – the teacher/TA will hear each child read 1:1 on a weekly basis, the teacher records progress made in a whole class Reading folder, on specifically adapted Reading Record Sheets (in line with the School's Guided Reading Lesson Plan/Record criteria).
- **Issue of new texts** – These are fully phonically decodable texts and are selected by the CT/TA, with the child's individual phonic skillset in mind. These texts are issued and used in the following way: Stage 1 – the text is introduced by an adult, to the child and the child then reads this text with the adult's support (also see Guided Reading for text introduction, below); Stage 2 – the child will share this text with their peers in the class, during reading times; Stage 3 – the child will then read this text to another adult, with as much independence as possible. The Monster Phonic Reading books are also supplemented by other fully phonically decodable texts that are in line with the current/recent phonic teaching focus gpcs and HFWs. In the Class Reading Folder the teacher will have a copy of the child's last Running Record, any current reading/phonic assessment sheets, reading behaviour sheets; reading targets and evidence of children reading on an individual basis.
- **Enrichment Texts**- these are 'sharing' books that the children select themselves from the Class Library and are to be shared with adults at home, with adults reading the books to the children, to nurture an enjoyment of reading, whilst becoming very well acquainted with different book-related feature. These books go home once or twice a week.
- The teacher/TA completes the reading record sheet every time they hear the children read – recording strategies the children are using and progress being made in line with reading targets.
- **Shared Reading** – using big books and interactive white board programmes
- **Guided Reading** is gradually introduced in Term 2, with a weekly session where the children work in groups, according to reading ability levels, whereby the children either have focussed reading with an adult or complete independent, reading related tasks. From Term 3 onwards, the frequency of these sessions during the week increases as the focus in class shifts from 1:1 reading with individuals to hearing individuals read during the Guided Reading lessons. The Guided Reading books can

go home for children to share with parents/carers as individual reading texts, once the text has been introduced and discussed in the GR lessons in class.

- The teacher/SRM will complete a Running Record for further, deeper analysis of reading and to ascertain appropriate INSTRUCTIONAL text levels to inform the further selection of reading books for children who are reading at greater depth with phonically decodable texts– completed during Term 6 (Jun/Jul), to move on with the children as they move into Year 1.
- The teacher analyses the Running Records and uses evidence of what the child is attending to and neglecting, to assess appropriate strategies/prompts to ensure the next steps in learning.
- The teacher passes this data onto the school's assessment leader and the next Class Teacher.
- Regular records are kept for each child to monitor their progress through the phases of the Monster Phonics Systematic, Synthetic Phonics Programme. At the start of each new academic year, the Class Teacher and the SRM hold a meeting with new parents/carers to outline and explain phonic teaching methods and how this can be supported and reflected at home.
- Parents/carers are requested to always encourage the children to read and to write positive and constructive comments in the reading record
- Home/school Reading Records are passed onto the next CT for records of the child's reading experience, so far, in the school.

Teaching Reading in KEY STAGE 1

- **Interventions-** *Specialised Literacy Lessons* (see relevant note above) and *Better Reading Partnerships* (see relevant note above) – the outcomes of each child's most current assessments are scrutinised by the SRM to decide who is best suited to and requires either intervention - there is close, regular liaison with Reading Partners, the SRM and the Class Teacher concerning the children's progress and development as readers. Reading Partners will complete a notification slip to pass to CTs every time a BRP child moves up a book band – to ensure this progress is reflected back in class.
- A *phonics 'booster group'*, taught by appropriately trained TA, using the *Monster Phonics* programme's intervention materials.
- All children will bring a *book bag* into school each day
- Year 1:

From Term 1-3 the teacher will provide every child with a phonically decodable book that consolidates recent phonic teaching and a 'Sharing' book (free choice) every week

As around this stage of reaching the end of the Phase 5 phonic/gpc introduction and teaching items, this is the most suitable time to start ascertaining which children are demonstrating that they no longer only need the support of books deliberately structured to be decodable for beginners and who are able to read age-appropriate literature (as described in The Reading Framework; p60; 2021; DfE). Therefore...

...from Term 4 onwards the teacher will provide most children with a 'Challenge' book (levelled by the *Which Book and Why*, 2014-book banding system) and a 'Sharing' book (free choice), alongside a phonically decodable book, every week.

Year 2:

The teacher will provide every child with a 'Challenge' book (levelled by the *Which Book and Why*, 2014-book banding system) and a 'Sharing' book (free choice) every week. Children will also be provided with a phonically decodable book to consolidate recent phonic teaching, where deemed appropriate.

- The teacher/SRM/TA completes a *Running Record* (using the Nelley & Smith PM Benchmarking Kits) for a deep analysis of reading of continuous text and to ascertain the appropriate INSTRUCTIONAL text level to inform the further selection of levelled reading books – completed during Term 3 + Term 5 for **Y1s** & Term 1, Term 3 and Term 5 for **Y2s**. Also Running Records may be taken with isolated children in between these dates, to gauge individual progress.
- Daily *Monster Phonics* phonic lessons – with differentiation of task and focus according to children's current Phonic Phases. The children's progress and differentiation will be reviewed, at least termly, with use of phonics' assessment tasks of grapheme-phoneme correspondence tasks; oral blending tasks; oral segmentation tasks; non-word reading tasks; decoding and encoding tasks. *Letters and Sounds* Phonics Phase groups will be re-adjusted according to outcomes.
- In each *Group Guided Reading Folder* the teacher will have a copy of each child's last Running Record; current assessment sheets; Guided Reading Lesson Records; reading targets and details of progress on any reading interventions
- *Shared Reading* – big books, enlarged texts, interactive whiteboards are used by the teacher to support reading development
- Whenever a child reads in school with an adult – ie in Guided Reading lessons or with a Better Reading Partner or Class Teacher/TA – an entry will be made in the *child's Reading Record Book* (to be kept in child's book bag)

- *Guided Reading* lessons – the children will be involved in reading and discussion in small groups of children of similar reading ability. The level of texts that the children read will be either:

A) **Y1-T1-3** matched to the level of each group's phonic abilities, using *Monster Phonics* and other supplemental phonically decodable texts

OR

- B) **Y1 T 4 onwards + Y2** matched to the level of each group's textual reading abilities ie their INSTRUCTIONAL level, as informed by the most recent round of *Running Records/Benchmarking* - NOTE: some groups may still be reading fully phonically decodable texts until it is deemed appropriate to move onto book banded texts, ie. once benchmarked as reading yellow book band books and above. These lessons will take place daily, with each group receiving a Class Teacher led session at least once a week. As this is the main teaching of reading, the Class Teacher will identify focus skills/strategies and learning that will be covered during each weekly CT led focus session and subsequent related follow up lessons, to enable each group to make progress in their reading. Children's responses and learning will be recorded on their group's current *Guided Reading Lesson Record*. These records (and previous running records) will be used to inform further teaching to meet the children's individual needs in order to ensure good progress.
- *Individual Reading* – children are assigned books to take home from a selection of texts that reflect each child's current reading challenge needs, as guided by the frequent and regular benchmarking reading assessments that inform the school of which Phonic Level or Book Band level each child should be reading at. This way, the children can practise their reading with parents/carers at home to supplement the individual reading that takes place in school with the Class Teacher and/or TA during *Guided Reading* and at other opportunities throughout the week.
- *Reading Aloud* – children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the Class Teacher.
- Parents are requested to always encourage the children to read and also to write positive comments in the child's *Reading Record Book*.

Teaching Reading in KEY STAGE 2

- **Interventions-** *Better Reading Partnerships* (see relevant note above) and *Inference Training* (see relevant note above) – there is close, regular liaison with Reading Partners, the SRM/ESL and the Class Teacher concerning the children's progress and development as readers. Also, a *phonics booster group*, who receive support

during guided reading lessons, using *Monster Phonics Intervention Materials* and also the *Talisman* (Phonic Books Ltd; 2012) series as a KS2 appropriate phonic-based intervention – children are selected for inclusion in this group from close analysis of termly reading assessments (see appendix 2 for Assessment Timetable)

- **Reading Books** - all children will have a current reading book in school and (in Y3+4) a *Reading Record Book*. Children are given the opportunity to change their reading books daily and a record of the book will be made in the child's own personal *Reading Record Book*, with subsequent entries whenever reading occurs – with an opportunity for the child to make comments on their own responses to what they are reading.
- All children in Y3 and 4 will bring a book bag into school each day – Y5+6 children will keep more of a reading journal of their reading as reading records and use Book Reviews after reading.
- In *Years 3 and 4*, most children will select texts from a book banded coloured basket (NOTE: the 'bands' in KS2 are much looser than the IoE book bands in KS1; they are based upon reading ages, rather than more detailed specific reading related skills). During these year groups, the children are given opportunities to select their own texts, with 'reduced' guidance, ie. KS2 book bands, to encourage the children to practise exercising their decision skills in text selection. In *Year 5 + 6*, the majority of the children are given much more freedom in selecting their own texts. The CT will issue a suggested texts lists to the children and parents/carers and there is encouragement for children to select texts from a wide range of genres.
- Whenever a child reads in school with an adult – ie in Guided Reading lessons or with a Better Reading Partner or Class Teacher/TA – an entry will be made in the *child's Reading Record Book* (to be kept in child's book bag)
- Parents/carers are encouraged to listen to their children read and discuss the text as homework, recording together the book read and commenting in the *Reading Record Book* if appropriate.
- **Guided Reading Lessons** – These constitute the main teaching of reading in KS2 and specific reading skills from the School Curriculum Map for Reading (in line with the National Curriculum [2014] Programmes of Study), are targeted and taught during a term's Guided Reading Lessons and the child's attainment of these recorded by the class teacher. These lessons are taught for 30 minutes, daily. In *Years 5 and 6*, the guided reading lessons are based around a whole class text, to be more in line with literature lessons in KS3. However, the related focus tasks are still graduated according to the required level of challenge of the children's reading needs, including a 'pre-reading clinic' to support lower-level readers with a preview of the text to be studied in class, where potential obstacles to reading are addressed and 'de-bugged'.

- In the *Class Guided Reading Group Folder*, the Class Teacher will have a copy of the child's last Running Record (if still reading levelled texts); assessment sheets; up to date observations as evidence of children's attainment of progress in the learning of reading; records of follow-up tasks, set directly from CT led sessions.
- **Higher Order Reading Skills** – there is a greater shift from decoding to comprehension, in line with Gough and Tunmer's 'Simple View of Reading (1986) and more recently adopted by the Rose Report and forming a central part of the of literacy learning (Rose, 2006; DfES, 2006). The children are taught and guided by careful questioning during reading lessons to employ skills of prediction, inference and deduction, explanation, reflection, summarizing, analysis, comparison of author's intents and styles, explaining purpose and viewpoints and relating their reading to their own personal experiences and circumstances.
- **Reading Aloud** – children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the Class Teacher
- **Silent, Independent Reading** – the children are expected to always have their current reading books in school as there are regular opportunities for silent reading. There are frequent opportunities for the children to discuss what they are reading with partners, informally, via 'Bookchat' moments after independent reading sessions in class. Children can also complete *book reviews* to help guide others in selecting future texts.

ASSESSMENT (see Appendix 2 – for School Assessment Timetable)

Given the importance and value placed upon reading at Wickhambreaux CEPS, it is considered essential that assessment takes place every term, for each year group.

- *Informal assessment* takes place continually via notes and observations recorded by the Class Teacher when working with each group in Guided Reading – these notes are in line with the School Curriculum Map for Reading end points along with the National Curriculum POS criteria/strands for reading. Also, Class Teachers are informally assessing the children in their class using the *Simple View of Reading*. This allows them to see specifically which children have issues with decoding, comprehension or both.
- Children are *formatively assessed* by use of PM benchmarking Kit (Nelley & Smith, 2000), Word Reading Age tests (BAS), frequent and regular Monster Phonics Assessments and CT observation notes (based on evidence gained from lesson records and reading based tasks)
- Children are *summatively assessed* at the end of each seasonal term (NGRT) and through either optional end of year tests (NFER) or the statutory end of key stage assessments.

- *Running Records* are also used to determine the accuracy rate at which the children read and whether their reading book is suitable (particularly in KS1). Running records are also used as a useful tool to illuminate the problems that struggling readers might be facing and are used as formative assessment in order to inform of next steps.

The children are assessed and records are kept in line with the school's assessment policy. The data from these assessments is used to:

- ⇒ Action any special needs provision
- ⇒ Group the children for Guided Reading teaching
- ⇒ Identify the most able children to ensure provision on extension/enrichment work

LEADERSHIP AND MONITORING

Monitoring of reading takes place through various means:

1. Observations of whole class, group and individual reading;
2. Pupil conferencing in which groups of children are interviewed about their view of reading;
3. One to one reading where the English Subject Lead or other Senior Leader listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage.
4. Learning walks to establish whether reading has been given a high profile within each classroom (displays, targets, book corners)

Evidence gathered is used to form an action plan, which the English Subject Lead/School Reading Manager will then subsequently implement/update.

As reading is high priority, reading is led at a senior leadership level. The English Subject Lead/School Reading Manager works continually to ensure that the provision of reading remains high profile and is of a high quality. The Senior Leadership Team share responsibility, with the headteacher, as champions of reading within the school.

THE ROLE OF THE CLASS TEACHER

- All teaching staff are responsible for developing our whole school approach to reading
- All teaching staff will model good reading behaviour and encourage the children to care for the reading matter in our school
- All teaching staff will ensure that their classrooms are well stocked with attractive and appropriate books that reflect the themes being taught and housed and presented in a manner that is inviting and stimulating for the children

- All teaching staff will ensure that their classrooms are 'print rich' and that the books available reflect different cultures, genders and languages both in fiction and non-fiction.
- All teaching staff will ensure provision of appropriate literature is made for any child with Additional Educational Needs
- All teaching staff will keep up to date with record keeping and assessment and ensure all reading information is kept in their reading folders and access current records in the Virtual Staffroom/ Reading Interventions folder.
- All teaching staff will ensure the children are reading texts from the correct level (in line with the Book Bands) or the child's assessed level of reading ability.
- All teaching staff will model how good reading behaviour looks and sounds
- All teaching staff will provide regular opportunities for children to discuss texts being read with peers and adults.
- All teaching staff will encourage all children to learn the value of a life-long love of reading

THE ROLE OF THE English Subject Lead [ESL] School Reading Manager [SRM], Specialised Literacy Lessons [SLL] Teacher and Specialist Reading Teacher [SRT]

Wickhambreaux CEPS's ESL/SLLT/SRT is an experienced Reading Recovery trained Teacher at the school, the Better Reading Partnership co-ordinator and the School Reading Manager. Also, she has received an AMBDA Accreditation and a Masters in Education, specialising in literacy learning.

The ESL/SRM's role is...

- To liaise closely with the Headteacher/SENDCo on the standards and progress throughout the school, using Running Record data, summative GL/NGRT assessment and Guided Reading-based assessment
- To carry out a battery of reading and literacy-based assessments with individual pupils whose literacy learning is causing concerns within the school, to pinpoint particular areas of weakness and how these can be addressed within the school.
- To select children for and deliver daily *Specialised Literacy Lessons (SLL)* to the lowest achieving children within the required age bracket of 5years 8months to 6 years 3 months.
- To design and oversee individualised lessons for children outside of the above age bracket, who have been identified as requiring more intensive support than can be provided via BRP – as SRT lessons, that are in-line with AMBDA guidelines.

- To organise and run a *Literature Circle* to extend the most able Y6 readers.
- To train, co-ordinate and manage the Better Reading Partners throughout the school.
- To manage the *stages of Reading Intervention* (see relevant notes above) throughout the school.
- To facilitate professional development in the teaching of reading.
- To ensure all staff have watched a live RR based lesson, in order to have a common understanding of the key features of the programme.
- To produce clear Reading focal points within the annual English Action Plan, to ensure consolidation and development of dedication to reading within the school.
- To organise appropriate CPD.
- To monitor the quality of teaching and learning of reading throughout the school.
- To ensure provision of a wide range of good quality books and other resources for children at all levels of reading.
- To audit books on a regular basis and replenish those needed in the classroom library stocks.
- To encourage the promotion of reading as a pleasurable activity throughout the school via organising *reading related events* throughout the year and highlighting specific reading materials when appropriate.

WORKING IN PARTNERSHIP WITH PARENTS/CARERS

We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. The teaching of reading is greatly helped if there is strong communication and support between home and school. *Reading information evenings* are held for parents who have children in Reception. Advice and support is available during parents'/carers' meetings. Advice is available on the reading strategies used at the school and how best they may help their children. A *reading leaflet* is sent home, with information to help reading at home and how school and home can work together to form a team to enable each child's progress as readers. Parents/carers are encouraged to listen to their children read at home to build reading mileage. Children take books home regularly both from the reading schemes and free choice selections. In *Key Stage 1 and Year 3*, parents are asked to note comments relating to their children's reading in a two-way contact book – *The Reading Record Book*.

In *Key Stage 2*, this method has not proven as useful and pupils take more responsibility for logging when they have read.

Parents/carers are informed of the National Curriculum expectations in reading and assessment outcomes are shared regularly with the outlining of any necessary follow-up support/tasks/interventions that are deemed necessary from this information.

LIBRARY STOCK

The library stock of non-fiction books is now stocked in more easily accessible, communal areas in and next to *The Study*. These are available to staff for use in line with changing class theme-based work. There are appropriate texts to match the various themes that each class focuses on throughout the year.

SEN AND EQUAL OPPORTUNITIES

The SENDCo meets regularly with the English Subject Lead/School Reading Manager/Specialist Reading Teacher to monitor the progress in reading. Those children, who are identified through the result of tests or during normal classroom activities, to be requiring additional input and support with their reading, will be assessed to determine the appropriate provision for their needs.

Our policy is monitored and reviewed to ensure that all pupils have equality of access to a range of reading opportunities and experiences and that all pupils achieve to the best of their potential regardless of gender, race or culture.

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Appendix 1

Structure of all BRP lessons

1) Familiar Read - 3-5 minutes:

- re-reading books read 2 or 3 times before

2) Recently Introduced Text - 3 minutes:

- Reading text that was introduced in the last lesson- Partner observes and teaches after the reading (once a week, a running record is taken here)

3) New Text – 7-9 minutes:

Introduction of and first reading of a new text

BRP programme structure

- Programme lasts for 15 weeks
- Read with a child 2 times a week
- Each session is 1:1 for 15 minutes
- Each Partner supports 2 children during each block of 15 weeks

Appendix 2

Wickhambreaux CEP School

Assessment, Recording, Reporting Timeline for Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole school	Set Pupil and Cohort targets-compare with FFT. All staff to share and analyse data from summer assessments. Parent Consultations. KS1 benchmarking	Update Teacher Assessments NGRT Y1-6 NFER Y3-6 KS1 benchmarking	Update Teacher Assessments KS1 benchmarking	Update Teacher Assessments NGRT Y1-6 Parent Consultations KS1 benchmarking	Update Teacher Assessments KS1 benchmarking NFER Y3-5	Update Teacher Assessments NGRT Y1-6 Written reports to parents. Gap Analysis of SATs and optional Tests
In addition to these Seasonal Termly Assessments and ongoing formative CT assessment of progress in reading, please see the following:						
FS	Baseline GL/NFER Infant Language Link Screener	Monster Phonics Assessment 1+2 Ongoing formative CT assessment of progress in reading	Monster Phonics Assessment 3 Ongoing formative CT assessment of progress in reading	Monster Phonics Assessment 4 Ongoing formative CT assessment of progress in reading		Monster Phonics Assessment 5 Reading Phonic Reading Book Benchmarking(SRM)
Year 1	Monster Phonics Assessment 1	Monster Phonics Assessment 2 Phonic Reading Book Benchmarking (SRM)	Monster Phonics Assessment 3	Monster Phonics Assessment 4+5 Reading Benchmarking (Reading Manager)	Monster Phonics Assessment 6	Phonic Check
Year 2	Reading Benchmarking	Monster Phonics	Monster Phonics	Monster Phonics	Key Stage 1 SATs	Monster Phonics Assessment [CEWs]

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	(SRM)	Assessment 1 NGRT	Assessment 2 Reading Benchmarking (SRM)	Assessment 3 NGRT	Monster Phonics Assessment 4	5 SATs Moderation NGRT
Year 3	Benchmarking for those still on Book Bands – CT/SRM	NGRT NFER		NGRT	Benchmarking for those still on Book Bands – CT/SRM NFER	NGRT
Year 4	Benchmarking for those still on Book Bands – CT/SRM BAS- SWRT reading age	NGRT NFER		NGRT	Benchmarking for those still on Book Bands – CT/SRM NFER	NGRT
Year 5		NGRT NFER		NGRT	NFER (optional SATs)	NGRT
Year 6		NGRT NFER		NGRT	SATs Reading, Writing and Maths	SATs Moderation

Appendix 3

Specialised Literacy Lessons (SLL) - provision outline

SLLs are a 'catch-up' intervention to support the lowest 20% of children in a KS1 class, with their fundamental literacy skills and progress.

These are daily 1:1, 30 minute lessons, using the principles of M Clay's extensive research and procedures in teaching children who are struggling with reading to become readers (Literacy Lessons - Designed for Individuals; 2010). **SLL** applies the rigour of Systematic Synthetic Phonics to the lesson procedures of former RR lessons.

Using extensive **entry and exit assessments**, an *Observation Survey Summary* is composed to pinpoint the exact skills and strategies that each individual learner is already secure with and also what needs to be mastered next.

SLL's focus, in the initial lessons, on using Monster Phonics texts, according to the pre-assessed areas of need in each individual's phonic knowledge, to systematically address persistent gaps in learning after approximately 1 year of the classroom teaching of reading. When the pupil is proficient in their knowledge of GPCs and the words they can read 'at a glance' increases [usually around the yellow book band, Book Level 7] they will no longer need the support of books deliberately structured to be decodable for beginners and will be able to read any age-appropriate literature (p 63; The Reading Framework; July 2023), they will move onto **book band levelled books** for further reading support.

SLL is foremost a 'catch-up' intervention, with a view to each pupil making at least 4 times the progress that would be made via classroom teaching alone.

SLL's initially use systematic synthetic phonics teaching, along with phonically decodable texts alongside teaching pupils reading behaviours to enable them to learn, at a faster rate than their peers, how to become successful readers.

SLL lesson format is:

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DISPOSAL – No specific method

Familiar Text – phonically decodable books which have been read 2 or 3 times before. Pupil reads virtually independently.

AIMS: to focus on improving fluency and encourage new reading skills on a comfortable text

Recently Introduced Text – reading a book that was first introduced to and read by pupil in previous session. A running record will always be taken with this text. Pupil reads virtually independently, with very minimal input from SLLT to support levels of fluency.

AIMS: pupil gets to meet the challenge of a less familiar text, yet use focus skills on negotiating this more challenging text.

The running record allows the SLLT to gauge that this text is at instructional level of the pupil and to record and analyse reading behaviours either being or NOT being utilised.

Letter Identification – pupil sorts magnetic letters (ml) on wb, with varying levels of difficulty.

AIMS: to increase speed of visual recognition of letters in differing forms.

Word Work – break and make words with ml, usually with current phonic focus linked to current texts. May be used to revise previously learnt gpcs still posing difficulties. May also be an opportunity to review and recall or learn new CEWs.

AIMS: to decode and encoding practice without the hindrance recording skills impeding learning

Record Sounds – either practise correct handwriting formation of focus gpcs or practise encoding and writing these into focus words

Write a story – child composes one or two sentences, containing focus gpc focus words, with SLLT support only on areas that pupil is not able to carry out themselves

AIMS: to build on previous focus work to move into encoding skills by hand

Reconstruct the cut-up story – SLLT writes story composed and written by pupil, onto a strip and this is cut-up and the reconstructed by the pupil, at varying degrees of scaffolded support. This is sent home to be re-constructed and glued into Sentence Work Book.

AIMS: use of segmenting and blending skills, at speed, with familiar words to reconstruct and self monitor for sense.

Introduction of New Text – SLLT de-bugs the next text to be read, which contains the next focus gpc for that particular pupil. Highlighting context, possible pitfalls and practise of any phrasing which can support the first read.

AIMS: pupil becomes aware of where possible issues may arise and be more confident in tackling these, as having practised these with SLLT support beforehand

Reading of the New Text – pupil reads this text themselves, but with as much support as is needed, but pupil is encouraged to rely on as many reading skills they have as possible.

AIMS: pupil is preparing to read this text in the next session, with virtually no support from SLLT – this is the ‘dress-rehearsal’ where all known skills can be practised with this text.

Important Note:

During all stages of these lessons, **Monster Phonics support materials** will be used to offer scaffolding to structure the pupil's learning of reading by using the synthetic phonic approach. For example, individual MP monster sound cards; MP action-based soundmats; colour-coded mls; colour-coded writing on wbs and in exercise books etc.