

DUNNINGTON CE PRIMARY SCHOOL



READING POLICY

Date of Policy:	February 2022
Date of Review:	February 2025
Member(s) of staff responsible:	Rachel Dickenson Tracey Elliott
Governor(s) responsible:	FGB
Signature of Chair of Governors:	
Date:	18 th February 2022



'Growing and learning together and aiming to be the best that we can be, in an environment based on Christian values.'

Intent

Phonics (reading and spelling)

At Dunnington CE Primary School, we believe that all our children can become fluent readers and writers. This is why we start teaching reading through *'Little Wandle Letters and Sounds Revised'*, which is a systematic and synthetic phonics programme.

Phonics teaching begins in Reception and *Little Wandle Letters and Sounds Revised* progression is followed, 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. Staff 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 because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Dunnington CE Primary School, 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.

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.

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 read to children every day: we choose these books carefully as we want children to experience a wide range of books, including texts that reflect the children at Dunnington CE Primary 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 experience a wide range of genres. In Reception, children have access to the reading corner every day in their provision time.

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). The school library has a wide range of texts which the children can access.



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Implementation

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes each 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
- 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 in Reception or Year 1 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 also timetable daily phonics lessons for any child in Year 2 who 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 in Reception and Year 1:

We teach children to read through 3 reading practice sessions per book. These are taught by a fully trained adult to small groups of approximately six children. In these groups we ensure the following:

- books are matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids
- children 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 sessions have been designed to focus on 3 key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.



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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 are not fully fluent at reading and who still need to practise reading with decodable books.

Home reading

The decodable reading practice book is available to read at home to ensure success is shared with the family. These can be accessed by logging into the ECollins online library. Reading for pleasure 'Sharing Story' books also go home weekly 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.

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.

Years 2 - 6

In Years 2-6, phonics continues to be used, in particular to support those who need it with reading and spelling. An adapted version of the Babcock Pathway to Spelling is utilised to help reach statutory spelling requirements in discrete spelling lessons, which take place each week. Longer, more detailed and complex texts are read in KS2 allowing for deeper understanding and discussion of a range of texts.

Throughout the school, guided group or class reading takes place whereby children read with the teacher and teaching assistants to develop their decoding and comprehension skills either in smaller focus groups or as a whole class. Follow-up work related to what has been discussed is completed each week where children record their understanding in reading journals. Teachers in KS2 use The Ashley Booth whole class reading spine to plan and deliver a wide variety of texts to each class. This exposes all children to a range of texts throughout the year.

From Year 2 onwards, for anyone who has mastered the full *Little Wandle Letters and Sounds Revised* alphabetic code, an extensive set of guided reading books are supplied for teachers to utilise, colour-banded to indicate the level. These colour bands are also used with independent reading books in the school and class libraries to ensure children are reading at the right level and across a range of genres when they choose their books.



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Impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. Daily, formative assessment takes place when marking reading work, in line with the marking and feedback policy. Three times a year, the children will be assessed using a range of summative assessment materials for their age group.

Assessment in Reception and Year 1

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

The *Little Wandle Letters and Sounds Revised* placement assessment is used:

- with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

Children in Year 1 sit the Phonics screening check and any child not passing the check will re-sit it in Year 2.

Assessment for Year 2-6

NFER summative assessments are used in Years 3-5 each term to assess children's reading level and determine their next steps and standardised statutory tests in Year 2 and Year 6 support summative assessments. Children are formally assessed at the end of each year in speaking and listening, reading and writing. They are assessed nationally at the end of each key stage in speaking and listening, reading, writing and also in grammar, punctuation and vocabulary in Year 6.