

## **EARLY READING**

### **Intent**

At Sherdley, 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 Pre-school 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, our children are able to tackle any unfamiliar words as they read. At Sherdley 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.

At Sherdley, 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.

We encourage all children to be fluent, confident readers, with the knowledge and ability to read and understand good quality, age-appropriate texts. An appreciation of reading for pleasure and to obtain information, is established throughout our school. We want children to be able to segment and blend sounds; children then develop this to reading, both fiction and non-fiction texts. They then acquire a range of reading comprehension strategies, to focus on the learners' understanding of written texts. We are thoroughly aware of the role that parents, and carers can play in the development of our children's reading, and they are given clear expectations about reading at home, to enhance what is done in school.

### **Implementation**

We teach children to read through reading practice sessions three or four 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
- are monitored by the class teacher, who 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.

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 Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books. As children become more confident and capable readers they are moved onto the Book Bands, and these levelled books are used in the Reading Practice Sessions, with the same focuses as in the Little Wandle Sessions to ensure continuity.

### **Home reading**

In Reception and Year 1 the decodable reading practice book is taken home to ensure success is shared with the family. Children in Year 2 are moved onto Book Bands when appropriate.

Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops and leaflets.

## **KEY STAGE 2**

### **Management**

KS2 reading is managed by a knowledgeable member of staff with experience across KS1 and KS2. With this essential KS1 experience, the lead has a keen awareness of children's early reading expectations. This naturally embeds itself into supporting those children who require additional support in KS2 reading. The KS2 reading co-ordinator has an A level in English Literature and a real passion for reading. These qualifications lend themselves to ensuring a crucial love of reading is equally instilled into our children every single day. Organisation and a proactive nature are fundamental qualities that the KS2 reading co-ordinator displays through regular monitoring. The KS2 reading co-ordinator is responsible for supporting staff, monitoring and tracking the progress made in reading in KS2. The KS2 reading co-ordinator reviews and updates the curriculum and progression maps regularly and has created documents to track reading fluency and to support the lowest 20% of readers in each class.

### **Planning**

Reading across KS2 follows the National Curriculum in England for primary schools. This informs the long-term planning, teaching, learning and assessment of reading at the school.

The reading curriculum map provides teachers with the overview of the year, detailing the important texts that they should explore with their class. This is updated annually in response to feedback and collected data from monitoring teaching and learning. The reading progression map is used to guide teachers to which vital reading skills and age related expectations they should teach to their class, each half term. The progression of skills are built on and developed from each year group. Teachers are able to see the skills that were taught in the years previous and which skills will be

taught in the future year groups. This is important when addressing those children with gaps in their learning.

Short-term plans include an equivalent of 2x 50 minute reading lessons each week, with clear learning objectives and resources which support the children in understanding the chosen text and applying a range of skills to answer questions about what they have read. These lessons will develop and teach predicting, retrieval, inference, sequencing and vocabulary skills. Further to this, KS2 also use ReadingPlus 2-3 times a week. This online programme develops comprehension and improves reading pace for each individual at their own personal level. Each class in KS2 also have a class novel every half term, chosen from the Library Service. This novel provides opportunity for the class teacher to model pace when reading and each session opens up a discussion on what has been read, checking understanding. These stories can sometimes link to cross-curricular topics and often provide a stimulus for writing.