

# Cleves Cross Primary School



## Reading Policy

Policy Adopted: January 2022  
Review Date: January 2024  
Head Teacher: Mrs C Brentnall  
Chair of Governors: Mr C Orton



A member of the Cleves Cross Learning Trust

# Cleves Cross Primary Reading Policy

## Intent

### Phonics

At Cleves Cross Primary School, 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 Nursery/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. 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 Cleves Cross 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. 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 and English Leader who drive the reading across the school. They monitor and support our reading team, so everyone teaches with fidelity and approaches are consistent across school.

Cleves Cross Primary School understands the importance of reading in the process of developing children into independent learners. Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

### Policy Aims

The aims of this policy are:

- to provide whole school approaches so children are intrinsically motivated children read and develop skills, which they will carry on into subsequent education and their later life.
- to set out the school's intentions and approach to reading, to enrich and support the curriculum.

### Implementation

Foundations for phonics begin in Nursery. We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- Sharing high-quality stories and poems
- Learning a range of nursery rhymes and action rhymes
- Activities that develop focused listening and attention, including oral blending
- Paying close attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

## 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. 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.

## Additional Reading Support for Vulnerable Children

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

## Ensuring Consistency

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 regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

## Teaching Reading

In Key Stage 1 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.

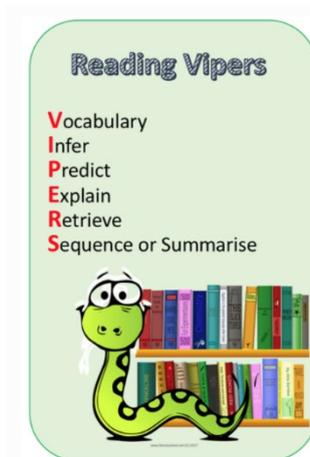
Each reading practice session has a clear focus, so that the demands of the session do not overload the child's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- 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.

Children in Year 1 to 6 take part in further comprehension activities linked to the class text they are reading. During this time, children are explicitly taught the skills of reading (outlined

in the National Curriculum and the KS1 and KS2 content domains) through the use of VIPERS.

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum - see the Key Stage 1 and 2 reading domains below. These are the key areas which children need to know and understand to improve their comprehension of texts.



The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

During a typical session the teacher will share the skill the children will be focusing on for that session. Teachers carefully select key vocabulary words they want the children understand. Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to re-read the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. A range of strategies can be used in one lesson. Comprehension tasks are planned to link the questions to the domains. Children are encouraged to orally form the answer before writing anything down acknowledging their first answer may not always be their best. At times children are given sentence stems and vocabulary that is expected to be used within their answer. Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

See our whole school reading progression document, which outlines how reading skills are developed across school.

### **Ensuring Reading for Pleasure**

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

At Cleves Cross Primary, 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 Cleves Cross Primary School 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 Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. Parent/Carers record comments to share with the adults in school and the adults 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.
- Each class visits the local library every term.
- Throughout the year, children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events such as World Book Day, book fairs, author visits and reading workshops.
- Staff model reading and promote reading for pleasure through books they are reading.

## **Home Reading**

Reading books are 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.

## **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:

- 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. Any child not passing the check re-sits it in Year 2.
- Children in Year 2 and 6 also complete statutory assessment tests to check children are on track and have made at least expected progress at the end of the phase.

## Ongoing Assessment for Catch-Up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly Little Wandle Letters and Sounds Revised summative assessments.

## Record Keeping

Class teachers have an individual record sheet, which highlights the graphemes and phonemes children need to learn. Teachers record progress of one-to one reading sessions on the record sheet kept in class reading folders. Each folder has a list of 20% of children in each class who are at risk of or who have fallen behind and are working towards the expected standard of each year group. These children will read daily to an adult to help accelerate progress and close gaps in their learning.

## Intended Impact

As we believe that reading is key to all learning. We aim to:

- develop positive attitudes to reading, so children become fluent and confident readers who can apply their knowledge and experience to a range of texts through the wider curriculum and beyond.
- ensure our children experience a wide range of quality texts where children become immersed in characters' lives.
- develop children's own interest in books, and a deep love of literature across a range of genres cultures, where reading styles are enhanced.
- provide the best possible support to parents and carers, so they have a good understanding of how they can support reading at home and contribute regularly to home-school records.
- ensure our approach allow all children to reach age-related expectations or above in reading.

## Key Roles and Responsibilities

### The Headteacher is responsible for:

- The day-to-day implementation and the effectiveness of the Reading Policy, in collaboration with the English subject leader.

### The English Subject Leader is responsible for:

- ensuring all adults in school have familiarised themselves with the Reading Policy.
- supporting colleagues with any aspect of the Reading Policy.
- assisting with the planning and selection of new resources.
- informing staff of any updates to the Reading Policy.
- accepting responsibility for reading resources and keeping colleagues informed of available resources.
- reviewing and scrutinising class and year group assessment data to track children's progress.
- monitoring reading planning, observing, and offering feedback through a professional dialogue.

This policy is reviewed every **two years** by the **English subject leader** and the **headteacher**.

The scheduled review date for this policy is **January 2024**.