



Lutton St Nicholas Primary Academy Reading Policy

Fluency: Pupils are taught the skills needed to decode unfamiliar words accurately with appropriate intonation and pace.

Understanding: Importance is placed on pupils' understanding the texts they read. Questions and activities are carefully sequenced to develop pupils' comprehension.

Enjoyment: A range of texts depicting the world around them encourages pupils' love of reading.

At the start of each school day, time is dedicated to the teaching of reading (0850 to 0920). In the Early Years and beginning of KS1, the *Little Wandle Phonics* programme is used to teach synthetic phonics in small homogenous groups. Once pupils have completed the programme in Year 2, the teaching of reading continues in whole-class groupings. In addition, pupils enjoy a class book for 15 to 20 minutes each day in KS1 and in KS2.

Teachers plan for pupils to read a wide range of text types outside of their daily reading lessons so that they can access information and gain knowledge in all subject areas. This could be instructions in PE, a biography in science, an explanation text in geography.

PLANNING

These are the documents you should refer to when planning and teaching reading.

Little Wandle (EYFS, Y1, Y2 Catch Up)

1. The Little Wandle online training videos show you how to deliver a *Little Wandle* phonics lessons and reading sessions.
2. Lesson plans instruct you on which elements should be taught and when.
3. Reading sessions planning will guide you through how to teach the three different reading sessions.

Whole-Class Reading (Y2)

At Lutton St Nicholas we follow a whole class guided reading approach with a focus on vocabulary development and prosody. Through whole-class instruction, all pupils can be effectively taught the decoding, prosody and comprehension skills required to become able readers. In Year 2, this approach may differ slightly depending on whether pupils in Year 2 require further support through the *Little Wandle* approach and this is decided through Teacher Assessment.

Reading (Y3 to Y6)

Class teachers continue to use a whole class approach for each text. Tasks for different groups of learners may differ but all pupils are expected to engage with a carefully selected class text unless there are significant learning difficulties that may prevent progress being made.

Class Book

Each day pupils will be given the opportunity to hear an adult read an appropriate and engaging story to them linked to the school's reading spine. In addition, teachers may utilise other sessions within school to engage in book talk and help pupils foster a love of reading by sharing and discussing texts with one another.

READING FOR ENJOYMENT AT HOME

Pupils on the *Little Wandle Phonics* programme will be given a Little Wandle Big Cat book matched to their phonics ability. This is then sent home with the expectation that parents will practise reading with their child at least three times a week at home. The children have the opportunity to choose an interest book to take home for an adult to read to them. Interest books will be changed weekly and the Little Wandle Big Cat book will be changed by the *Little Wandle Phonics* teacher in line with a child's level of fluency.

Pupils that have completed the Little Wandle phonics programme will choose a book from a selection of age appropriate books to read for enjoyment. Teachers encourage pupils to read a wide range of text types and genres. These books are organised by difficulty and topic. Once the pupils have completed the book, they choose a diverse book from their year group library and from their class.

Teachers listen to pupils read their chosen book at least once every two weeks to check that they are selecting an appropriate book their ability and are reading regularly. Pupils requiring extra support and those in receipt of the Pupil Premium Grant are listened to at least once a week. Reading Buddies (parent volunteers or adults from the community) are deployed to support teachers with this. Teachers, Reading Buddies, and parents are expected to indicate that they have listened to a child read. By recording sessions in pupils reading records.

IMPACT OF TEACHING

Phonics assessments Pupils are assessed every six weeks by their class teacher in EYFS or the English Lead in KS1. They are grouped accordingly. Those pupils working below the expected level of the programme or who are not making progress receive keep up or catch up interventions sessions.

Formative assessment This is regularly used in all lessons e.g., asking questions, making observations, listening to individual children read and is used to evaluate children's progress and the adaption of future lessons.

Summative assessment Pupils are assessed using PIXL assessments (see Assessment and Feedback Policy). A Question Level Analysis (QLA) is completed from which teachers identify strengths and areas of weakness to inform future planning.

ADAPTIVE PRACTICE

Lutton St Nicholas Primary Academy has high expectations and ambitions for all, yet we are aware that some pupils require additional scaffolds, support, and challenge within reading lessons. Where necessary, teachers adapt their delivery so that pupils with SEND can access the same curriculum and higher ability pupils are suitably challenged. This way, all groups of learners are able to achieve their best. Support for SEND pupils may include the use of visual images or flashcards, allowing extra time for reading or sharing the reading. Pupils can show their understanding in different ways for example, an annotated drawing, a flowchart, or a recording. It may also benefit pupils to provide an experience before or after reading as a frame of reference for new concepts.

RETRIEVAL PRACTICE

The revisit and review section of a *Little Wandle Phonics* lesson and the reading of previously learnt graphemes, words and tricky words ensures pupils regularly rehearse and remember prior learning.

PERSONAL DEVELOPMENT

Explicit teaching and discussion of SMSC, British Values and the protected characteristics. Examples of key personal development texts can be found in year groups reading spines. Examples of SMSC reading includes:

- **SPIRITUAL** Engaging pupil with poetry, fiction and drama allows pupils to explore and engage with feelings and values found in a wide range of genres.
- **MORAL** Reading allows pupils to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres.
- **SOCIAL** Reading helps children to understand how written and spoken languages has changed over time. It also covers social attitudes to the use of language.
- **CULTURAL** Books expose children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.

CULTURAL CAPITAL

Pupils are exposed to stories, plays and poetry from the rich heritage of English literature. This is extended to literature from around the world which connects with learning in other curriculum subjects. These texts provide pupils with the opportunity to be exposed to diverse authors and cultures, better understand diversity within our country and the fundamental concepts of Protected Characteristics and British Values and support them in understanding wider concepts and ideas.

Throughout the year, events are planned to promote reading for pleasure in the school community. These events include World Book Day and hosting book fairs in school.