



Reading Policy

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Reading Lead:

Rosie Williams/Anna Lopez

Reading Policy

Intent

Bowhill is a reading school and, as such, books sit at the heart of all we do. Reading is the gateway to independent learning and we passionately believe that our curriculum should open children's minds, develop a sense of wonder about the world around them, engage their natural curiosity and inspire them to be life-long learners. The explicit teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural and diverse experiences and develop the

vocabulary they need to effectively express themselves. Our bespoke framework and methodology that has been developed by us for the unique context of our learning community allows us to plan, teach and assess each child so as to meet and challenge each individual need.

Our carefully structured and progressive curriculum is delivered through synthetic phonics, guided and whole class reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing carefully chosen quality texts read aloud. All of these are essential components to develop fluent, enthusiastic, critical readers who comprehend and interpret what they read. We will act quickly to identify and support children who are dropping behind and ensure we close gaps in learning. Our ambitious reading progression map is designed to give all learners, particularly the most disadvantaged and those with special educational needs, the cultural capital they need to succeed in life. We aspire to develop a love of reading for both pleasure and information, opening up future opportunities for life in the 21st century.

Phonics

At Bowhill, we believe that all our children can become fluent readers and writers. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background. 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 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. At Bowhill, 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 Bowhill, we value reading as a crucial life skill. Alongside mastering early decoding skills, children are taught higher order reading skills through group and whole class shared reading lessons. As well as comprehension this approach also ensures they continue to build fluency and expression in their reading. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure and access all areas of the curriculum to further their learning. Our children are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Our designated school libraries emphasise the importance reading has, placing them in the heart of our school and ensuring book selection and reading time in school is highly valued.

Implementation Daily phonics lessons in Reception and Year 1:

- We teach phonics for 20-30 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. At the end of each weekly cycle, 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.
- 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.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practise has Keep-up support as required, 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.
- Children who have not passed the phonics screen will remain on Little Wandle daily lessons in Year 2 until Christmas. After this, if they have still not passed the Little Wandle Fluency Assessment they will receive Rapid Catch up – this programme is used from Year 2 to Year 6. 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 the relevant stage of the Little Wandle programme.

Guided Reading (Reading Practice Sessions)

From Year 2, the majority of children at school are not heard individually everyday however we use a structured guided reading approach in all year groups. This allows the children to engage in discussion about what they have read. From Year 2 onwards, in addition to daily reading sessions, the children are introduced to whole class guided reading, ensuring that higher order reading skills are taught and developed. From Year 3 to 6 (and in Year 2 from Christmas) children will have three 30-minute whole class reading sessions to explore texts. These focus on teaching rich vocabulary, inference, prediction, explaining, sequencing and summarising skills.

Reception, Year 1 and Year 2 until Christmas

- We teach 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 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.
- 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.

Year 2 (from January) and Years 3-6

All classes take part in whole class guided reading centred around the comprehension reading skills. All children are involved in whole class reading to ensure that everyone in the class has teaching and exposure to age appropriate texts. The texts are carefully selected to ensure children will be appropriately challenged with the level of vocabulary and to ensure that they are relevant to topics and current world events. To ensure all children can access each text and progress with their learning, varying levels of support are implemented e.g. pre reading, differentiated targeted questioning, adult support in a small group. Children who require more support with decoding when they reach KS2, will have additional Little Wandle catch up sessions.

Additional reading support for vulnerable children

- Children across the school who are receiving additional phonics support also receive additional reading sessions with their reading practice book to a reading volunteer.

Ensuring consistency and pace of progress

- Every teacher and teaching assistant 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.

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 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 Bowhill and our local community as well as books that open windows into other worlds and cultures.
- We have a school reading spine to ensure all children have access to a variety of high quality books.
- Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- Children across the school have a home reading record. The parent/carer records comments to share with the adults in school. This includes books that children read themselves as well as books that have been read to them.
- 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.).

Home reading

Reception and Year1

- On a Monday, a reading for pleasure book goes home for parents to share and read to children.

- On a Wednesday, a decodable reading practice book is taken home which is carefully matched to the children's growing phonic knowledge and is pitched at a 90% fluency level. Running records are used to support assessments of this.
- On a Friday, the decodable matched book (that has been used in reading practice sessions) is taken home, to ensure success is shared with the family.
 - 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.

Year 2-6

Children who are not yet phonetically secure, take home books within the relevant phonic phase based on assessment and the phonics they are taught in school. The children are expected to read each book three times, to embed the skills of decoding, prosody and comprehension. These books are chosen by the children independently and changed at least twice a week.

Accelerated Reader

For those children who are phonetically secure, independent reading from Year 2 upwards is provided for through the Accelerated Reading Scheme. All of the school book stock has been levelled according to the guidance within this programme. Once the children have become confident readers, they will start the Accelerated reader (AR) Programme for their independent reading. The programme works by establishing a base line reading level for each pupil (through an online STAR reading test). The children are then directed to a book level for their reading age and interest level. Once they have completed the book they take an online quiz which assesses how well they comprehend the book.

Once the children have achieved 80% in five tests (at KS1 and lower KS2) up to level 3.0 and 3 tests from 3.1 onwards (in any year group), they can move up to the next level. If the children find the level difficult and attain less than 80% on their quizzes, they will be asked to consolidate their reading at a level that they can comprehend. As children progress, they will be expected to read increasingly challenging/ longer books which can sometimes be difficult for parents and teachers to establish the pupil's level of understanding. However, the AR programme allows and caters for this as it checks for an understanding of a book read, through inference and comprehension questions as well as for vocabulary knowledge.

Phonic 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.

Once a child has started the Accelerated Reader system, a child takes a STAR reading test at the beginning of each term, which is online and timed, it also enables the reading level to be checked and a reading age to be generated. If during the test, the child is starting to struggle according to the question that have been set, which are level appropriate, the programme uses computer-adaptive technology to automatically adjust and in some cases lower the level of difficulty to accurately adjust to establish their reading level.

AR reports are monitored weekly to assess what the children are reading and the amount. This evidence is triangulated with that obtained through the guided reading sessions to assess and monitor progress and attainment. Reading ages are also checked to ensure a summative assessment is made each term for a child's overall attainment.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 1 sit an NTS Reading Test paper at the end of the Summer Term to support teachers with their assessments and to recognise and address gaps in knowledge.
- 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. They sit an NTS Reading Test paper at the end of the Autumn, Spring and Summer Term to support teachers with their assessments and to recognise and address gaps in knowledge.

Phonic achievement in Year 1 is consistently above national expectations. Reading comprehension is fostered well and results reflect that pupils in KS1 consistently perform above national Key Stage 1 levels. Children can give full and balanced answers to questions about a text and these skills are developed well through Key Stage 2. The current KS2 progress can be assessed through the statutory data which is detailed on the schools' website or through www.compare-school-performance.service.gov.uk

Review

This policy will be reviewed annually by the subject leader (in line with the action plan) and every five years by the Headteacher and senior leadership team (SLT). The subject leader is responsible for reporting to the Local Governing Body (LGC) about the quality of its implementation and impact on standards. In the light of this, policy amendments may be made.