



Reading Policy
At Lower Halstow &
Newington CEP Schools
Federation

Aims of Reading at Newington CEP & Lower Halstow Federation

Intent

At Lower Halstow & Newington CEP Schools Federation we believe that all our children can become fluent readers. Our Reading provision is determined to ensure that every child will develop a **love for reading**, through accessing a wide range of literature, and learning which will therefore enable all children to access the rest of our curriculum. Reading is a foundation for future learning.

At Lower Halstow & Newington CEP Schools Federation, we value reading as a crucial life skill. Our readers will be 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 an English Leader who drives the Reading programme in our school. This person is highly skilled at teaching reading, and they monitor and support our reading team, so everyone teaches with fidelity to the programme and ensures each child's needs are met.

“The more you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr. Seuss.

Implementation

We pride ourselves on our person-centred approach to reading that puts the child at the heart of provision. We teach reading in EYFS, Year 1 and Year 2 through closely matching our books to the GPCs children have been taught through Little Wandle Letters and Sounds Revised (See phonics policy) and then later using Schofield and Sims Complete Comprehension in Year 2 (from term 3), year 3, year 4, year 5 and 6.

Phonics

Starting in the Early Years Foundation Stage (EYFS), children are taught daily phonics lessons using Little Wandle Letters and Sounds Revised, which is a systematic synthetic phonics programme validated by the DfE. These daily sessions continue throughout EYFS and Year 1, and in terms 1 and 2 of year 2, with assessments every term to ensure all children are on track to meet their age expectations.

Reading

EYFS and Key Stage 1

In EYFS and KS1, all children have three group sessions with an adult every week. This structure also continues for children in Year 2 during terms 1 and 2. These sessions are structured as follows:

- 1 – **Decoding** – Reading the words.
- 2 – **Prosody** – Reading with expression.
- 3 - **Comprehension** – Understanding the text.

Children take home the book they have been reading in their group sessions to reinforce the learning which has taken place over the week. Children are encouraged to read this book

independently. Children also take home a sharing book which is chosen by the child to be shared with an adult at home. Children are not expected to read this book independently.

Year 2 is a key year group where pupils begin to transition from Little Wandle reading books and move onto Collins Big Cat colour banded books because they have become fluent reader and can 'exit' the programme. From Term 2, daily reading lessons using Complete Comprehension begin.

See Appendix 1 - Year 2 transition from Little Wandle to Complete Comprehension

Key Stage 2

For the majority of pupils from term 2 of Year 2 and into KS2, children are taught reading as a class using Schofield & Sims Complete Comprehension. Children must be able to read Phase 5 Set 5 Little Wandle reading books before they 'exit' the Little Wandle phonics programme. Schofield and Sims Complete Comprehension is a skills-based approach which focuses on comprehension using a range of high-quality texts and genres. This continues throughout the entirety of KS2. The children take part in questions, debates, research and other activities to encourage a love for reading whilst embedding skills.

Year 2, 3, 4, 5 & 6 – Schofield & Simms Complete Comprehension:

The sequencing of lessons has been structured around evidence-based pedagogy:

Lesson 1 – Introducing, exploring and using new vocabulary (Tier 2 & Tier 3)

Lesson 2 – Engaging with and reading the text

Lesson 3 – Re-reading the text, explicit teaching of reading skill and focused modelling

Lesson 4 – Re-reading the text and application of taught reading skill

Lesson 5 – Low stake assessment revising a variety of reading skills

We ensure children have multiple opportunities to re-read the text so that they are continuing to develop their fluency. Children will complete speaking and listening activities throughout the term as a way for them to explore texts further.

All our reading schemes cover the requirements of the 2014 National Curriculum and the 2023 DfE Reading Framework. Once children have finished reading Phase 5 Set 5 Little Wandle books they move onto Collins Big Cat coloured banded books and are encouraged to take a book which matches their colour band home to read to an adult at home. Children are assessed using PM Benchmarking to assess if they are ready to move up to the next colour band.

Complete Comprehension supports children from their first steps in comprehension through to secure ownership and confident application of comprehension skills. The programme combines a skill-based approach with explicit vocabulary instruction and stimulating enrichment activities. The skills are taught explicitly and link directly to the English Reading test framework domains. 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. The programme uses engaging text passages from a range of genres, including

high-quality contemporary fiction to ensure the children are exposed to a wide range of text types. We aim to purchase the full text which matches the excerpt used, within the session, as our children often want to find out what happens next!

We commit significant support, time and resources to ensure all children are fluent readers before moving onto independent comprehension activities. The English lead attends pupil progress meetings alongside the class teacher, Head of School and SENDco in order to discuss the progress of all pupils. As part of the discussion, Progress in Reading Assessment (PIRA) scores are analysed to determine how pupils should be grouped during the daily reading lesson. In order to support the progress of all groups, smaller groups have been created to develop pupils' fluency and consolidate phonics knowledge so that they can experience success, read with confidence and learn to love reading.

KS1 Reading Skills

Complete Comprehension

Key Stage 1 Skills

Schofield&Sims



Read around the target word to see how it is being used in the text.



Touch the answer in the text before you fish it out.



Find the events in the text before you put them in order.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.

Remember

- Read the whole question carefully.
- Find the key words in the question.
- Look for key words from the question in the text.
- Check that your answer matches the question.

For use with Complete Comprehension ©Schofield & Sims Ltd, 2020

KS2 Skills

Complete Comprehension

Key Stage 2 Skills

Schofield&Sims



Read around the target word to see how it is being used in the text.



Touch the answer in the text before you fish it out.



Find and talk about the text's main points.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.



Talk about the structure of the text.



Talk about the effect of words and groups of words used in the text.



Compare the events, characters and structure of the text.

Remember

- Read the whole question carefully.
- Find the key words in the question.
- Look for key words from the question in the text.
- Check that your answer matches the question.

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Daily reading lessons in Year 2, 3, 4 & 5.

For the majority of pupils from Term 2 in Year 2 and into Year 3, 4, 5 and 6, we teach reading for 20 - 30 minutes a day every day following a sequence of lessons with a key focus.

- Vocabulary – We share high-level Tier 2 & 3 vocabulary with the children and explore definitions, synonyms, antonyms and apply new vocabulary in a range of activities both verbal and written. – This links directly to Standards and Testing Agency (STA) English Reading Test Framework Reading Domains 2a & 2g
 - The exploration of vocabulary plays an important role in reading, writing and speech development. We give the children opportunities to over learn vocabulary across the curriculum and school year. Often vocabulary learnt is linked to cross-curricular topics.
- Reading/Fluency - First the children listen to the text being read to them and then explore and read the text themselves.
 - The modelling of reading is important for children to learn intonation, speed and new vocabulary.
 - The children read in a variety of ways – group reading, choral reading, individual, silent and aloud.
 - The children will then re-read the text every day to build fluency.
- Skill Focus – The children are introduced to a skill that they will then focus on for that week. These skills link directly to the Standards and Testing Agency (STA) English Reading Test Framework Reading Domains – 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h.
 - The skill is first modelled by the teacher to provide an in-depth explanation for each comprehension skill.
 - The children will then complete a series of questions in a test-style format that all link to that skill.
 - We mark the questions as a whole class to promote discussions and further understanding of questions and skills.
- Mix-it Up – The children complete a set of questions using a variety of skills in a test-style format. These skills link directly to the Standards and Testing Agency (STA) English Reading Test Framework Reading Domains – 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h.
 - We mark the questions as a whole class to promote discussions and further understanding of questions and skills.
- Where's Next? – The children complete speaking and listening tasks or explore the text further using drama, discussions and art to promote a love of reading.

Ensuring consistency and pace of progress

- Every teacher in our school is 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.
- Lesson templates ensure teachers all have a consistent approach and structure for each lesson.
- The English Leader and Leadership Team 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 Lower Halstow & Newington CEP Schools Federation and our local community as well as books that open windows into other worlds and cultures.
- Classes spend at least 10 minutes every day having class story-time using our Lower Halstow and Newington CEP Schools Federation Reading for Pleasure Spine which was created by teachers and inspired by Pie Corbett's Reading Spine.
- 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.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this to ensure communication between home and school.
- Children across the school are given opportunities to engage with a wide range of Reading for Pleasure events (book fayres, author visits and workshops, national events etc).

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 and Weekly within class to identify children needing support with a specific skill or text type.
 - Termly in end of unit assessments to identify children in need of extra support or those children who are reading to progress or be challenged.
- **Summative assessment** is used:
 - Every six weeks to assess fluency and comprehension where the children are Benchmarked using the PM reading assessment. This guides adults in what colour reading book to send home to read.
 - Every six weeks via Little Wandle assessments, in Year R, 1 and 2 (where applicable) to support the class teacher identify which reading book best matches a child's phonics knowledge.
 - Every twelve 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 support that they need. This is carried out using 'Progress in Reading Assessment' (PIRA) to support the teacher assessment of reading

- o By the English leader and SLT and is scrutinised, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 2 and 6 sit the SATs Reading assessment.
- Year 1 children take the phonics screening. Pupils who did not pass in year 1 will retake in the June of year 2.

Supporting the lowest 20%

At Lower Halstow Primary School, we have high ambitions to support all children to learn to read. We encourage staff to use the 'adaptive teaching strategies' document which has been created by the Federation English Subject Leaders to support children who may need adaptations to enable them to access the lesson. The English leads attend Pupil Progress Meetings alongside the Headteacher and SENDco to discuss any children who might not be working at their age-related expectation. We have intervention groups running throughout Key Stage 2 during the daily reading lesson for those pupils not working at age related expectation.

Impact:

When children leave Lower Halstow Primary School, they have been exposed to a wide range of high-quality texts and genres as part of their learning, and as part of reading for pleasure. They are confident, fluent readers, equipped with the skills to decode and understand texts and engage in conversations about their own preferences.

We aim for above national average results for reading and phonics across the school, with our lowest 20% of children being supported from EYFS to Y6, so that children reach their full reading potential and are ready to access any text they encounter in the next phase of their education journey or in their lives outside school.