



Statement of Practice: reading

One of our aims in English is to develop a love of reading in all children. We aim for the children to become independent, fluent and enthusiastic readers, who read widely and frequently with the skills to access, engage with and enjoy a wide range of texts.

This should be read in conjunction with our phonics statement of practice.

Foundation Stage – Nursery and Pre-school

In the Early Years children are exposed to a rich diet of quality stories, a wide range of books, nursery rhymes and new, ambitious vocabulary. Throughout the three classes, our children have access to a wide range of books for independent reading in continuous provision. Displays remind children of texts they have read and these are available for children to access independently.

As a school, we use the Little Wandle Letters and Sounds Programme to support our teaching in phonics. Children in Foundation Stage begin with Foundations for Phonics where they learn all about the sounds their body can make and join in with rhymes and songs.

Reception and Key Stage 1

Children throughout Reception and Key stage 1 take part in daily phonics sessions of twenty five minutes. This is then followed by a 15 minute reading session at some point in the day that applies their newly applied knowledge with a fully decodable text.

Phonics sessions are also used to develop vocabulary. Words are given context and visual aids are provided to promote understanding of any new language. When pupils are revisiting sounds, words become progressively more challenging in order to continuously expand our children's vocabulary.

Individual reading books are closely matched to the phonics sounds that children are learning and throughout this stage, are solely Collins Big Cat books. Children are encouraged to read and reread a text to revisit, practise and apply new and known sounds and to develop their reading fluency.

Key Stage 2

As children move into year 3, they complete a Star Reader assessment and begin on the Accelerated Reader books. They are able to choose from a wide genre of books at small, numbered levels. Each half term, pupils complete a Star Reader assessment which is analysed and used to assess pupils reading age and progress.

Children are supported to choose books from the selection in their classroom and progress is monitored weekly by adults.

A small number of children may still read using Little Wandle phonics books or Fluency books depending on need and intervention.

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Reading in Key Stage 2

In Key Stage Two we teach reading in whole class sessions where no child is left behind. Whole class reading is taught for 45 minutes a day, every day. A typical week has two sessions based on the class's daily novel and three sessions based on the wider curriculum.

The class novel is read to the children for 15 minutes a day either directly before or after lunch. It is always read by the teacher. We invest in whole class sets of books to make sure the children can read along with the teacher during this time. This book is then studied for 45 minutes in whole class reading sessions twice weekly. The aims of the session are to ensure that all the children are literally and figuratively on the 'same page' of the text. Our aim at Wolverhampton is that we are always reading the text TO the children and never AT the children. There are no exam-style questions, rather rich discussion on the over-arching themes of the text and these sessions end with a balanced argument question where the children are encouraged to share their own opinions and thoughts.

The sessions on the other three days largely link to the wider curriculum. These are also 45 minute sessions. More often than not, these sessions link to topics such as science, history, RE or geography. Sometimes they will link to what the children are writing about in English, for example widening their knowledge about coral reefs or the Windrush generation. The aim of these sessions is to cover pivotal knowledge that the children need to access the wider curriculum. For example, if Year 3 are doing a science objective about igneous, metamorphic and sedimentary rocks, the morning reading lesson may cover what the knowledge needed around this is. This leaves time in the afternoon for our children to have more opportunities for practical scientific work. In the case of rocks, this may be smashing them up, getting them under microscopes and organising them into groups. By covering so much of the topic in a reading lesson, we have longer to impart the knowledge and more time to discuss it, but we also leave longer for our children to work scientifically and, in many instances, have more fun doing it.

On some occasions children will also read about relevant current events (for example, the women's World Cup when it was airing) or explore poetry and other types of literature in these sessions.

These texts are adapted for children working below the expected standards so that they are able to access the necessary information.

Reading for Pleasure

Every day the teachers read aloud the class book to the children. These texts are chosen carefully so there is a range of high quality, diverse texts to engage the children and appeal to a range of children.

Reading is encouraged at home and parents are supported to understand how to read to/with their children. Careful recording of what the children's reading diet includes

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happens regularly so staff are able to monitor, develop and extend this as and when appropriate. Children are encouraged to borrow books from the school library during their weekly visit.

Library

Children can access the library at lunchtime, which is run by our librarians. Children are encouraged to pick something they are interested in reading, and we have a wide range of books including graphic novels, poetry and non-fiction.

Assessment

- Children are assessed on entry in phonics in year 1 and 2 using a Little Wandle Letters Sounds assessment grid
- Children in Reception to year 2 are then assessed half-termly in phonics. Pupils identified as requiring additional intervention in the form of 'keep up' sessions are then assessed every 3 weeks
- Children are assessed on entry, using Star Reader, in Year 3 – 6 and then each half term
- All pupils from year 2 upwards, sit an NFER test each term
- Ongoing assessments take place using mastery keys and assessment grids – evidenced in pupils' reading records, assessment tests and ongoing formative assessment notes on reading sessions.

All class teachers identify children who are in the lowest 20% of their class in reading. This is discussed in pupil progress meetings each half term and plans put in place to accelerate progress and support further. Additional reading sessions take place each week with these children and they have a separate reading record where this is reported.