

Eleanor Palmer Reading Policy - Autumn 2022

This policy describes our practice in the teaching of reading. It is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement.

Our priority is to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life. We want all children to leave Eleanor Palmer with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well. Books and stories help children to make sense of the world, to explore their own emotions and to develop empathy.

Reading

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. We know that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme.

We use the Little Wandle Letters and Sounds Revised programme to plan and provide daily engaging phonics lessons. All staff involved in the teaching of phonics are fully trained in this scheme and receive regular updates as needed. In phonics, we teach children that the letters of the alphabet represent sounds, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading and writing.



After 'Foundations for Phonics' in Nursery, our explicit phonics teaching begins in Reception and follows a careful, research-based sequence that allows children to build on their previous phonic knowledge and master all phonic strategies as they move through school. As a result, all our children are able to tackle any unfamiliar words that they may discover.

We also model these phonic strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum and school.

As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature and children throughout the school are read a high quality story at the end of each and every day.

Children are expected to read every night at home and take home a phonically decodable book that matches the sounds taught in school, as well as one or two shared reading books to enjoy with adult support. In younger classes, children write in their reading records to share ideas about books and to keep a record of what they are reading. School adults communicate in the records so that parents are aware of what books children are reading, which sounds they are learning and how they are responding to texts at school. Adults at home are also encouraged to read books to their children from Nursery to Year 6 to further develop their love of reading and treasury of favourite stories.

What does reading look like at Eleanor Palmer?

The teaching of reading in EYFS:

- In Nursery, children follow the Little Wandle Letters and Sounds Revised 'Foundations for Phonics' guidance. The focus is initially on identifying sounds in the environment, then moves on to daily oral blending and language development through high quality stories and rhymes.
- In Reception, children follow the progression within the Little Wandle Letters and Sounds Revised programme. Phonics is taught daily with regular review sessions.
- Phonics starts in Week 2 of Reception to ensure the children make a strong start.
- By the end of Reception, children will have been taught up to the end of Phase 4.
- Reception lessons start at 10 minutes, with daily additional oral blending – building up over the year.
- Children in Reception apply their phonics knowledge by using a full matched decodable reader in a small group reading practice session.
- These sessions are 15 minutes long and happen three times a week, following the model set out in Little Wandle Letters and Sounds Revised.

- The children then take the same book home to ensure success is shared with the family, alongside a 'Shared Reading' book to enjoy with adult support.

The teaching of reading in KS1:

- Y1 phonics continues through the Little Wandle progression and lessons are 30 minutes long.
- By the end of Year 1, children will have been taught up to the end of phase 5.
- Children in Year 1 continue to apply their phonics knowledge by using a full matched decodable reader in a small group reading practice session.
- These sessions are 15 minutes long and happen three times a week, following the model set out in Little Wandle Letters and Sounds Revised.
- The children then take the same book home to ensure success is shared with the family, alongside a 'Shared Reading' book to enjoy with adult support.
- Children are also taught during shared and guided group reading using structured and repetitive 'big books', guided texts and short stories.
- Teachers, teaching assistants and volunteer readers read on an individual basis with children as necessary: how often and who is based on assessment of progress.
- In the autumn term of Y2, Phase 5 phonic lessons are recapped in daily lessons with the class – following the model of Little Wandle and plugging specific gaps identified through assessment.

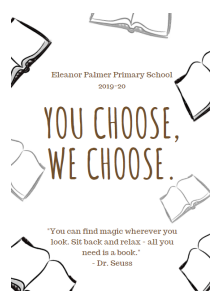
The teaching of reading in KS2:

- Teachers and teaching assistants continue to monitor children's reading progress through a combination of individual, group and shared reading.
- To ensure shared access to high level texts and discussion, whole-class reading takes place at least twice a week across KS2.
- Opportunities for independent reading are provided to encourage children to develop reading stamina and reading for pleasure.
- Children and adults share their text choices and recommend books to others.
- 'Buddy reading' takes place in pairs of Year 1 and Year 5 children to develop reading role models.
- Phonic strategies continue to be taught and referred to when reading and writing.
- Children who continue to need phonics support following the model of Little Wandle and plugging specific gaps identified through assessment.

Developing a love of reading:

To ensure children leave us with a life-long reading habit and a love of books, reading for pleasure is prioritised across the school and books are central in our classrooms and teaching.

- Rich and varied opportunities for reading are provided across the curriculum: topic books, news articles, blogs, class magazines etc.
- Storytelling forms a key part of our teaching and we have a group of favourite storytellers who visit regularly.
- We have a dedicated book corner area in each classroom where high-quality, appealing, diverse books are readily available.
- All class teachers read a class novel at the end of every day. Much thought goes into the selection of texts to ensure exposure to high level vocabulary and exciting plotlines.
- We update our 'You Choose, We Choose' pamphlet of book recommendations from teachers and share this with our whole school community.
- There is talk and discussion about reading in a variety of contexts, both formal and informal.
- 'If you liked...you'll love....' bookmarks help guide children to books or authors that are similar to something they've enjoyed previously.
- We have a bi-annual school Book Fair and always celebrate World Book Day.
- Teachers also promote reading competitions and challenges such as the Camden Reading Road Map and Summer Reading Challenge.



Assessment

We firmly believe in the power of immediate, personalised feedback, so much marking is done 'pen-in-hand' by teachers during lessons. Being next to a child and having a conversation *in the moment* about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms where this dialogue is possible and powerful. Regular written feedback is still given, following the EP marking policy, after extended pieces of writing. See *Assessment Policy* for more information on whole school monitoring and evaluation, tracking and work sampling.

Reading	
Formative Assessment	Summative Assessment
<ul style="list-style-type: none">• In Nursery and Reception, children are assessed in their early literacy development against the 'Development Matters' goals.• Starting in the Reception year, teachers read decodable phonic readers with groups of children and monitor progress• In Reception and Year 1, weekly review sessions recap the learning. There are also whole review weeks to address gaps identified by the class teacher's ongoing formative assessment.• Children identified in Reception and Y1 as at risk of falling behind are immediately identified and daily 'keep up' sessions are put in place – which follow the Little Wandle Letters and Sounds Revised programme.• Children who are in Y2-Y6 and need 'catch up' sessions are assessed through the teacher's ongoing formative assessment as well as half termly summative assessments.	<ul style="list-style-type: none">• In Reception and Year 1, the children are assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessment tracker.• All children in Y1 sit the statutory Phonics Screening Check in the summer term. Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2.• Children in Years 1 to 6 complete termly NFER reading comprehension tests, which triangulate with teachers' formative assessment of comprehension skills in class and provide reliable standardised scores to monitor attainment and progress.