



# Reading Policy

## Newington CEP School

To be read in line with the Federation's Phonics Policy.

## 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. This will provide a gateway into the rest of our curriculum. Reading is a foundation for learning and realising ones God-given potential.

We value reading as a crucial life skill. Our readers are 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 through Little Wandle Letters and Sounds Revised in EYFS and Key Stage One (See phonics policy) and Schofield and Sims Complete Comprehension in Key Stage Two.

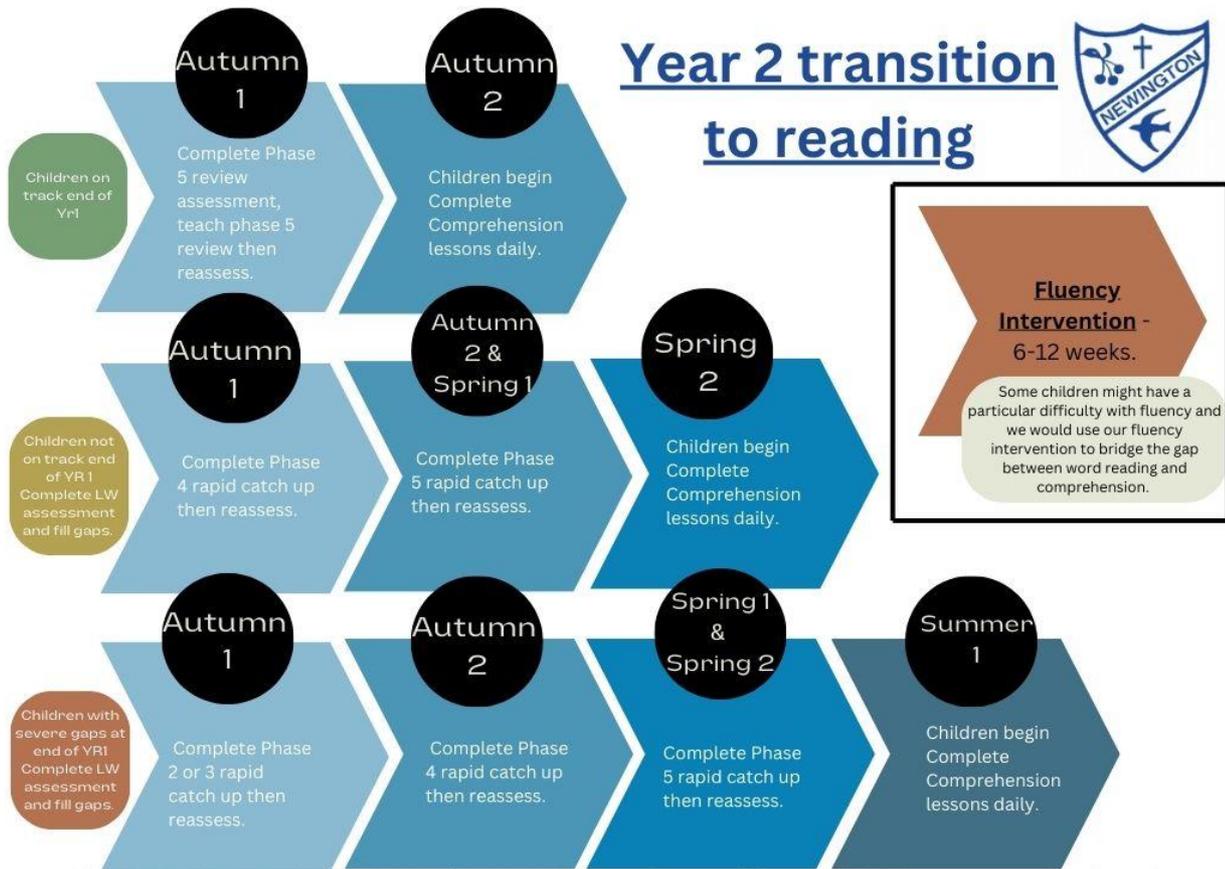
## Our Reading journey across the school is as follows:

**EYFS** – Little Wandle: Phase 2, Phase 3 & Phase 4

**Year 1** – Little Wandle: Phase 3 / 4 review & Phase 5

**Year 2** – Little Wandle: Phase 5 review & Schofield & Simms Complete Comprehension

*We commit significant support, time and resources to ensure all children have fluency before moving onto independent comprehension activities.*



*Although this is the desired pathways for our pupils we understand that some children may require a bespoke pathway to support their needs.*

## 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 of the text followed by explicit teaching of reading skill and focused modelling

**Lesson 4** – Re-reading of the text followed by application of taught reading skill

**Lesson 5** – Re-reading of the text followed by Low stake assessment revising a variety of reading skills

*Often the children will complete some speaking and listening activities throughout the term as a way for them to explore texts further.*

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 commit significant support, time and resources to ensure all children are fluent readers before moving onto independent comprehension activities. 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.

The sequencing of our fluency programme (This sequence may be adapted to meet the needs of our learners):

**Lesson 1** – Introducing, exploring and using new vocabulary (Tier 2 & Tier 3) using colourful semantics and visuals.

**Lesson 2** – Engaging with and reading the text (15mins), identifying vocabulary within the text (10mins) and retrieving (5mins).

**Lesson 3** – Rereading the text and discussing prosody (10mins), revising taught vocabulary (5mins), explicit teaching of reading skill and focused modelling (15mins)

**Lesson 4** – Rereading the text (10mins), revising taught vocabulary (5mins), and application of taught reading skill through low stake quiz (15mins)

**Lesson 5** – Independent reading and low stake assessment.

## Skills map

### KS1 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.

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

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

We teach reading for 30 minutes a day every day following a sequence of lessons.

- 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 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. Becoming a fluent reader is important to us at Lower Halstow & Newington CEP.
- Skill Focus – The children are introduced to a skill that they will then focus on for that week. These skills link directly to the 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 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 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 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 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
  - 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%**

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. 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 us, 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.