Applecroft School



Reading Policy

Person Responsible:	English Leader(s)
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Reading Policy

1) Introduction:

School Vision:
'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement:
'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

2) General Statement of Aims:

Using the aims and objectives from both the Early Years Foundation Stage Statutory Guidance and the National Curriculum as our base, it is our aim to develop:

- Children's experience of, and ability to, read for both pleasure and purpose
- To create an environment where reading is seen as enjoyable, important and highly valued
- To introduce children to a broad range of fiction, non-fiction and poetry which enriches their experience and reflects the diversity of our community and society
- For children to read with accuracy, fluency, expression and understanding
- For children to become independent, critical readers who make informed choices about their reading
- For children to read in order to access the curriculum in meaningful and rewarding ways
- For children to develop skimming and scanning techniques and employ text marking, selection and synthesising to research and appraise texts from print and digital sources
- To encourage and develop reading through a strong home-school partnership.

3) Reading Curriculum Intent:

Reading is at the heart of the curriculum in our school; it opens doors to lifelong learning and brings great pleasure. Our determination is to ensure that our pupils become successful readers early in their school journey and leave us able to read fluently, with understanding and enjoyment, to enrich their learning, knowledge and experience. It is our intention that our children develop a love of reading and recognise its value in their lives; we encourage them to read widely across a range of genres and throughout the curriculum so they will be able to use reading to help them learn and to ensure they are empowered both personally and in society, without barriers to their aspirations.

4) Reading Curriculum Implementation:

In the Early Years and Key Stage 1, we prioritise the importance of early reading, choosing 'Little Wandle Letters and Sounds Revised' as our systematic synthetic phonics programme. Teaching with fidelity, consistency and passion we believe that reading changes lives.

Our children benefit from having a full programme that develops through the school with them, ensuring they build on prior learning, mastering phonics to read and spell confidently. All our children have the skills they need to tackle unfamiliar words and feel empowered to explore new books independently.

Our reading journey begins in Nursery, following the 'Foundations' part of the programme: with a focus

on language development, tuning into sounds and love of reading. Our Nursery children secure phonological awareness, laying the best possible foundations for success with Phase 2 Phonics, in Reception.

Throughout the Autumn term, children in Reception learn Phase 2 sounds and quickly develop independent blending skills. In the Spring term they begin Phase 3, progressing to Phase 4 in the Summer Term.

Linking to their prior learning, children in Year 1, begin the Autumn term consolidating Phase 4 before beginning Phase 5. Throughout the Spring and Summer terms they continue to 'Grow the Code' at Phase 5, ensuring they have the skills needed and confidence for the Phonics Screening Check in June.

Consolidating their learning, children in Year 2 revisit Phase 5 during the Autumn term and progress to 'Complete the Code' through 'Little Wandle Fluency' and 'Little Wandle Spelling'.

Children in Year 3 continue 'Little Wandle Fluency', completing the programme Summer Term - progressing to 'Free Readers' by Year 4. Some children may continue 'Little Wandle Fluency' as an intervention in Years 4-6.

Through ongoing teacher assessment and regular half termly assessments, pupils who are at risk of falling behind are quickly identified and supported through additional daily 'Keep Up' interventions. These interventions are tailored to their individual needs and ensure gaps in knowledge/misconceptions are taught. These pupils are still taught as part of the 'whole class phonics' and as a result make accelerated progress.

Pupils in Y2 and above, who need further support to master the phonetic code and become fluent readers are supported by 'Rapid Catch Up' intervention.

From Year 2 onwards, the focus for development is progressively towards autonomy, variety and depth of understanding. Children will be developing personal preferences in genres, styles, authors and illustrators, and gaining the ability to share and discuss their opinions about a text. By Years 5 and 6 the teaching of reading and writing will focus on the meaning and structure of texts. Children will also be accessing information and developing study skills through their reading.

At Applecroft, reading takes place in a variety of contexts and in all areas of the curriculum. In teaching reading, we focus on building skills and using strategies which will develop fluency and comprehension. Children have opportunities to practise, consolidate and extend reading skills using the strategies they have learned. Children are heard to read and discuss reading with the class teacher, other adults and peers. They develop personal reading preferences and use their reading and understanding of a variety of text types to build knowledge and understanding in other subjects.

The English National Curriculum informs the planning of reading at Applecroft and provides the basis for the reading curriculum objectives to be covered in each year group. These are set out in the Applecroft Reading Curriculum Map.

Reading is a gateway to learning, and this important recognition is reflected in both the curriculum time given to reading and the breadth of reading experience.

Reading Contexts at Applecroft

Reading is at the heart of the school curriculum, and the range of reading opportunities reflects this. Appendices 1 and 2 set out in detail when and how reading is taught.

Reading Practise Sessions 'Little Wandle'
Reading Practice Sessions begin in the Autumn Term of Reception, in small groups of approx. 6 children, 3 times a week, with Little Wandle trained staff. Children begin with Wordless Books, supporting phonological awareness and behaviours for becoming a lifelong reader. They quickly progress and before the end of the Autumn Term, once they can independently blend, children begin to read Phase 2 books, followed by Phase 3 and 4 in Spring and Summer Terms. Ongoing assessments ensure that books are matched to children's ability and follow the progression of whole class teaching (see appendix 3). Within Reading Practice Sessions 3 skills are taught decoding, prosody and comprehension.

Sessions continue throughout Year 1, with children completing Phase 4 books in the Autumn Term, followed by Phase 5 books in the Spring and Summer Terms - applying their knowledge of 'Grow the Code' sounds. Children complete the Phase 5 books in the first Autumn Term of Year 2 and then begin 'Little Wandle Fluency'. This follows a similar learning sequence to the main Reading Practice Sessions but reading books with 6 Chapters - a chapter during each session (3 sessions/chapters a week, 1 book over 2 weeks). 'Little Wandle Fluency' continues into Year 3. From Y4-6 children become 'Free Readers' and have regular 'check-ins' with an adult in school to share or change their current Reading for Pleasure book and to read aloud.

Whole Class Reading Lessons
All children from Nursery-Year 6 have whole class reading lessons to develop age-appropriate reading skills as reflected in the curriculum map.

In EYFS, these are 3 times a week with enrichment in continuous provision - with a main focus on vocabulary and storytelling.

In Key Stage 1, these are timetabled 5 times each fortnight, reflecting the curriculum time which must also be spent on phonics and spelling.

In Key Stage 2, there is a daily reading lesson. In KS1 and KS2, these lessons practise reading fluency and teach specific comprehension skills. For all years the core texts selected for reading practice are high quality and diverse, encompassing fiction, non-fiction and poetry, including traditional and classic texts which enable children to develop an appreciation of our rich and varied literary heritage.

Reading lessons ensure children put into practise their growing reading expertise in a structured setting. The whole class is involved in fluent, expressive text reading and re-reading. Objectives for the lessons are drawn from the reading curriculum map. Reading lessons include a vocabulary focus, modelling reading, echo reading, hearing children read aloud, silent reading, paired reading, and drawing attention to reading strategies.

Children are taught to respond to a text using a range of comprehension skills including retrieval, prediction, inference, comparison, summary and personal response. Reading lessons develop reading fluency, language and comprehension skills through explicit modelling, examples and application, using questioning, discussion and reflection. The teacher supports and demonstrates a reflective, enthusiastic, curious and knowledgeable approach to the text. Reading lessons should also be an opportunity for children to share what they enjoy about a text, how words and phrases sound aloud, and how elements such as humour, the author's voice and choice of language enhance and define a text and its meanings.

Independent Reading
As children progress through the school they develop as independent critical readers. Reading for pleasure is nurtured and valued. All children are able to choose books from class and school libraries

and there is dedicated time before school, at lunchtime and in library sessions to accommodate this. Adults support children to choose books they will enjoy with an appropriate level of challenge. All children are expected to read daily at home, logging independently on a daily basis, on a class chart (appendix 4).

Curriculum time for reading prioritises the direct teaching of reading and class read aloud. From Y2-6, children are also expected to have their Reading for Pleasure book accessible at all times and encouraged to 'read every minute'. In practice, this means that when they have finished tasks, or before a lesson begins, they may read independently.

Reading for Information
Children have opportunities throughout the school and across the curriculum to access information from print and digital sources. The particular skills associated with reading non-fiction texts are taught in English lessons and consolidated and extended in practical situations in other curriculum subject areas. Children have opportunities to read and follow instructions, question and challenge printed material, sift and select material, make notes and annotate a text, locate and relocate information, scan for overall meaning and key points and carry out research and investigations.

Reading to Children
The importance of enjoying stories and poetry for their own sake is highly valued. It supports the school's aim to promote reading for pleasure and to extend the imagination. In addition, it allows all children to have access to high quality imaginative and challenging texts regardless of their reading skills.
All teachers at Applecroft will read to children outside of English lessons. Most commonly this is in the daily read aloud time which takes place in all classes for 15 minutes at the end of the day. Being read to should be a shared pleasure rather than an opportunity for direct teaching.

Reading to Children is further nurtured through our school initiatives 'Mystery Story Teller' and 'First Chapter Friday'. In YR-Y2 'Mystery Story Teller' is a weekly event where a different parent/carer volunteers to read to their child's class. In Y3-Y6 'First Chapter Friday' is a weekly event where the first chapter of a book is read to the class to capture their interest and promote different genres, this book may be selected and read by the class teacher, LSA or child.

Reading at Home
Reading at home is a vital part of reading development for all children. Regular reading for children in the early stages of reading is strongly promoted and recognised as helping to define successful readers. The 'Little Wandle' phonics programme means children take home a weekly matched phonetically decodable book as well as a book chosen to read for pleasure.

As children become more fluent readers, they will be reading for pleasure and developing higher order reading skills. Short daily spells of enjoying books with an adult in a relaxed and informal setting continues to be essential for the development of confident and successful readers. Sharing and discussing books children have read or are reading more challenging texts to an older or already fluent reader is enjoyable and is a useful support as children become fully independent readers.

The reading partnership between home and school helps to maintain consistency and progression and ensures that reading is regularly monitored. Parents and teachers listen to children read regularly, which is logged independently on a daily basis, on a class chart (appendix 4) and also as part of 'check-ins'. Teachers and English leaders regularly monitor pupils reading via the class charts and pupil voice, supporting families to read regularly at home.

Applecroft School celebrates audiobooks as 'Reading' and children are encouraged to engage in reading

this way too.

Libraries
Our school libraries and class libraries provide a wide range of reading material for our children. It is important that children are motivated to read. The class libraries provide a variety of books, attractively displayed. Classroom and library displays and recommendations are used to celebrate and promote reading. The library is open at lunchtime and children are supported to use the library effectively. All children take home a reading for pleasure book to share at home.

Additional Support
This may be as a specific reading intervention or as part of a reading practice group. The following interventions are used most widely across the school:

- Phonics intervention through the 'Little Wandle' programme
- Fluency through 'Little Wandle Fluency'
- Pre- reading of texts
- Vocabulary Pre-teaching

5) Reading Curriculum Impact:

Assessment and Records
Assessment is important in determining the needs of each cohort and consequent grouping and additional support that may be required. The management of reading in a given cohort will be co-ordinated, with reference to the general policy, by the year group leader in consultation with the English leaders, SENDCO and senior leadership to determine the needs of that cohort. In addition, data and teacher assessment shape planning.

Assessment is under continual review, but the following forms of assessment currently operate:

- Ongoing assessment through listening and discussion of reading with children and the monitoring of individual reading records (class chart and 'check-ins')
- Ongoing assessment through oral and written responses of reading comprehension in Reading Practice lessons (as appropriate to age and ability)
- Termly tracking against ARE for reading in each year group
- Little Wandle half termly assessments
- Year 1 Phonics Screening Check – annually June
- NFER termly reading comprehension assessments
- FFT termly reading assessments (word reading and fluency)
- Year 6 SAT – externally set tests which assess whether children are at an age related level in reading.

6) English Curriculum Resources:

- National Curriculum (English)
- Applecroft Reading Curriculum Map
- 'Little Wandle Letters and Sounds Revised'
- CUSP Reading scheme of work
- Individual reading – 'Little Wandle' ARE (Appendix 3)
- Class libraries
- School Libraries.

Applecroft School's EYFS-KS1 Reading Summary

Reading Summary: What reading looks like at Applecroft EYFS-KS1

This summary should be used to plan reading using the detailed guidance and objectives in the reading policy, the reading curriculum map and Little Wandle SSP.

Context	LITTLE WANDLE SSP		Y1,2 WRITING UNITS Model Texts	LITTLE WANDLE SSP	INEDEPENDENT CHOICES
EYFS/KS 1	**Phonics**	**Reading Practice**	**Shared Reading**	**1:1 Reading**	**Reading for Pleasure**
EY Nursery	**All year: Foundations For Phonics** daily 10-15 minutes whole class in format of listening games. Environmental Sounds, Instrumental Sounds, Body Percussion, Rhyme and Rhythm, Voice Sounds, Alliteration.	N/A	**Weekly shared reading 15 minutes** – book of the week CUSP EYFS The book is re-read over the week and learning objectives from across the **EYFS curriculum** are based on this book.	N/A	**EY-KS1 Library** Weekly take home book **1 X weekly 20 minutes per class and additionally lunchtime supported access** **Class Read Aloud**: End of each day 10 minutes. Being read to as a shared pleasure rather than direct teaching. **Class Libraries** To inspire, invite and encourage a love of reading through book choice, displays, recommendations and promotion of recommended reading books.
EY Reception	**Daily 20 minutes whole class** Following Little Wandle Scheme. New GPC learned 4 days a week. Friday for revisit and review.	**3 X weekly. 20 minutes** Little Wandle SSP groups. All groups supported by adult. Focus on Decoding, Prosody, Comprehension.	Book of the week CUSP EYFS The book is re-read over the week and learning objectives from across the **EYFS curriculum** are based on this book.	Daily 5 minutes, phonically decodable books, for keep up pupils.	
Year 1	**Daily 20 minutes whole class** Following Little Wandle Scheme. New GPC learned 4 days a week. Friday for revisit and review.	**3 X weekly. 20 minutes** Little Wandle SSP groups. All groups supported by adult. Focus on Decoding, Prosody, Comprehension. **5 X Fortnightly CUSP reading scheme of work. 25 minutes** whole class reading practice. Learning focus from reading curriculum map.	Shared reading as part of Writing Units of work with objectives drawn from Y1 curriculum map	Daily 5 minutes, phonically decodable books, for keep up pupils.	
Year 2	**3 X weekly 20 minutes whole class Essential Spelling Program (using phonics as one of several spelling strategies)** Intervention for children not secure in PSC to take place outside of this time.	**3 X weekly. 20 minutes** Purple+ book banded books following Little Wandle Format (Decoding, Prosody, Comprehension) All groups supported by adult. **5 X Fortnightly CUSP reading scheme of work. 25 minutes** whole class reading practice. Learning focus from reading curriculum map.	Shared reading as part of Writing Units of work with objectives drawn from Y2 curriculum map		

Applecroft School's KS2 Reading Summary

CONTEXT	LITTLE WANDLE SSP/ ESSENTIAL SPELLING	LITTLE WANDLE CLUSP READING	WRITING UNIT Model Texts	APPLECROFT READING BANDS	INDEPENDENT CHOICES
KS2	**Phonics**	**Reading Practice Sessions Group and Whole Class**	**Shared Reading**	**1:1**	**Reading For Pleasure**
Year 3	**Intervention group(s) 20 minutes.** One hour across week whole class Essential Spelling Program (**using phonics** as one of several spelling strategies)	**5 times a week 25 minutes. CUSP Reading Scheme of Work** Fluency and comprehension - identified learning focus from reading curriculum map.	Shared reading as part of Writing Units of work with objectives drawn from Y3 curriculum map	Adult reading with children identified for this support. Daily 5-10 minutes. A focus on children who are below ARE or making slow progress in reading.	**KS2 Library 1 X weekly 20 minutes per class and additionally lunchtime supported access** **Class Read Aloud:** End of each day 15 minutes. Being read to as a shared pleasure rather than direct teaching. **Read Every Minute** Reading book easily accessible throughout the day. Independent reading when tasks have been completed and before sessions begin. **Class libraries and Reading Recommendations.** To inspire, invite and encourage a love of reading through book choice, displays, and promotion of recommended reading books.
Years 4, 5, 6	**Intervention group(s) 20 minutes** One hour across week whole class Essential Spelling Program (**using phonics** as one of several spelling strategies)	**5 times a week 25 minutes. CUSP Reading Scheme of Work** Fluency and comprehension - learning focus from reading curriculum map.	Shared reading as part of Writing Units of work with objectives drawn from relevant Y4-6 curriculum map		

Applecroft School's Little Wandle ARE

LW Phase to Fluency Books	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Free Reader						Y3 ARE Sum 2
End of LW Fluency						
F10 120WPM					Y3 ARE Sum 1	
F9 115WPM				Y3 ARE Spr 2		
F8 110WPM			Y3 ARE Spr 1			
F7 100WPM		Y3 ARE Aut 2				
F6 95WPM	Y3 ARE Aut 1					
F5 90WPM						Y2 ARE Sum 2
F4 85WPM					Y2 ARE Sum 1	
F3 80WPM				Y2 ARE Spr 2		
F2 70WPM			Y2 ARE Spr 1			
F1 60 WPM		Y2 ARE Aut 2				
Beginning of LW Fluency - ARE Y2 beg Aut 2 (60WPM)						
End of main LW programme - ARE Y2 end of Aut 1						
Phase 5 set 5 Stretch and Challenge	Y2 ARE (further challenge) Aut 1					
Phase 5 set 5	Y2 ARE Aut 1					
Phase 5 set 4 Stretch and Challenge					Y1 ARE (further challenge) Sum 1 & 2	
Phase 5 set 4					Y1 ARE Sum 1 & 2	
Phase 5 set 3				Y1 ARE Spr 2		

Phase 5 set 2			Y1 ARE Spr 1 onc finished Ph5 s1			
Phase 5 set 1		Y1 ARE Aut 2 from wk 4				
Phase 4 set 2 Stretch and Challenge	Y1 ARE (further challenge) Aut 1 - Aut 2 wk 3					
Phase 4 set 2	Y1 ARE Aut 1 - Aut 2 wk 3					
Phase 4 set 1						YR ARE Sum 2
Phase 3 set 2					YR ARE Sum 1	
Phase 3 set 1				YR ARE Spr 2		
Phase 2 set 5			YR ARE Spr 1			
Phase 2 set 4						
Phase 2 set 3		YR ARE Aut 2				
Phase 2 set 2						
Phase 2 set 1						
Blending Practice	YR ARE Aut 1					
Wordless						

Independent daily logging class chart (printed to A3, with Velcro for children's names)

