



Stanwick Primary Academy 2023-2024

What does the teaching of reading look like in this school?

Intent:

At Stanwick Primary we strive to engage our children in high quality literature that inspires and challenges them. We are committed to the delivery of excellence in the teaching of reading. We aim to ensure that every child can read with fluency as well as developing a love of reading that will stay with our children all their lives. We offer our children a wide range of fiction and nonfiction texts to deepen their understanding of a range of themes and the world around them. Our key threads of diversity (world), wellness, curriculum (topic) and classic texts and authors run through our entire literature spine and allow our children to develop a critical reading mind and a love of a range of literature.

At Stanwick Primary we aim to:

- Develop each child so that they can **achieve** success by reading with fluency and good understanding.
- Develop a love of reading that will **inspire** and stay with children all their lives.
- Encourage each child to **respect** and **care** for their own development in reading by striving for excellence and acknowledging that mistakes are our friends and we learn from them.
- Appreciate that the quality and variety of language that pupils hear and speak through reading are vital for developing their vocabulary and their understanding of literacy.
- Develop each child to become a 'true reader'. Someone who can comprehend, identify authorial intent and question the texts they read.
- Successfully move the children from 'learning to read' to 'reading to learn'.

Expectation of all teachers:

- Teachers are required to teach reading daily using our reading roles in Years 2-6 and Little Wandle in EYFS and Year 1. The expectations of the content will vary depending on the year group.
- Teachers are required to have the text they are teaching in their reading lessons.
- Texts should only be chosen from the literature spine; any books you wish to use which are not on this, must be agreed by the reading leads.
- Teachers are required to read a reading for pleasure text, from the literature spine, daily to their class.

Implementation:

Timetable expectations:

These expectations are to be stuck to every day, where possible. Theme days or events *may be* an expectation to this, but you would need to clarify this with the reading lead or SLT prior to this day.

EYFS:

- Daily phonics lesson following the Little Wandle scheme of work.
- Little Wandle Reading Practice Sessions twice a week following decodable texts. First read is for decoding and second for fluency and comprehension. This is all completed verbally.
- 1:1 reading for bottom 20% readers every week.
- Sound pots with the weeks graphemes to be sent home weekly.
- Daily reading for pleasure slot after lunch.

Year 1:

- Daily phonics lesson following the Little Wandle scheme of work.
- Little Wandle Reading Practice Sessions twice a week following decodable texts. First read is for decoding and second for fluency and comprehension. The comprehension session will include a written response.
- 1 x comprehension session to deepen understanding.
- Phonics homework sheet to be sent home weekly with the sounds and tricky words children are learning.
- 1:1 reading for bottom 20% readers every week.

- Daily reading for pleasure slot after lunch.

Year 2:

Phonics

- Daily phonics lessons in Term 1 re-capping the Year 1 Summer 2 scheme of learning – alternative sounds and spellings needed for Year 2.
- In Term 2, the bridge to spelling. Daily phonics lessons completing the Little Wandle Phase 5 Review lessons.
- In Terms 3-6, phonics to take place three times a week following the Twinkl Level 6 scheme and Spelling Shed spelling to take place twice a week. Children who still need phonics will have daily Keep Up sessions.

Reading

- In Term 1, Little Wandle Reading Practice Sessions will continue.
- In Terms 2-6, 4 x whole-class 30 minutes reading lesson.
- In Terms 1-6 1 x comprehension session to deepen understanding.
- 1:1 reading for bottom 20% readers every week.
- Daily reading for pleasure slot after times tables.

KS2 Years 3-5

- 4 x whole-class 30 minutes reading lesson using VIPERS questioning to support.
- 1 x weekly comprehension session to deepen understanding.
- Daily reading for pleasure slot after times tables.

KS2 Year 6

- 3 x whole-class 30 minutes reading lesson.
- 2 x weekly test-skills comprehension sessions using CGP books to deepen understanding.
- Daily reading for pleasure slot after times tables.

Whole School:

- Reading for Pleasure sessions will take place daily, after lunch time. Where possible, children should not be missing these for interventions. Rhymes and poems embedded throughout.
- Come and Read sessions with parents every Friday morning.
- Book swap that is open every day for both children and parents.
- Every child to visit the library at least every fortnight to choose a sharing book to take home.

Reading classrooms:

When looking in our classrooms, we expect the following to be evident:

- The texts being read across the curriculum match up to our literature spine.
- Stem sentences to be used in lessons until they are embedded.
- Vocabulary evident around the classroom whether that is a washing line or straight onto the working wall.
- A culture of Reading for Pleasure should be evident in your classroom. Book corners are a big part of our ethos and will operate as 'mini libraries' for the children. Every book corner will have a recommendations box/area and quality texts that will engage the children will be forward facing.
- Children in Years 1-6 will have a guided reading exercise book.
- Posters on classroom doors showing the texts you are currently reading and recommendations.

Independent reading:

- Children will have a reading banded book. This book is aligned to the progression of graphemes in Little Wandle. Please refer to our 'Reading Journey' document for further information.
- Once children have completed the bands, they move on to being a 'free reader'. This allows children to be exposed to vocabulary rich and challenging texts available in our library.
- For children who do not have the support at home to be reading, teachers should raise these concerns to the Reading lead who will look at providing support in school to help close the gap.

- Every child will have a sharing book from the library to share at home with their family.

Impact:

Assessment of reading:

Purpose	What?	When?	What to do with them:
Phonetic Ability EYFS-KS1	<ul style="list-style-type: none"> • Baseline assessment of previous year group's sounds • Little Wandle Termly Assessment • Phonics Screening check 	<ul style="list-style-type: none"> • First couple of weeks in September • Every 6 weeks • From February onwards 	<ul style="list-style-type: none"> • Create an excel spreadsheet for the baseline • Upload data onto Little Wandle Assessment tracker online • Use to target Daily Keep Up interventions
Phonetic Ability KS2	<ul style="list-style-type: none"> • Year 3 Baseline all children using the Rapid Catch-up assessment • Bottom 20% in years 3-6 	<ul style="list-style-type: none"> • First couple of weeks in September 	<ul style="list-style-type: none"> • Create an excel spreadsheet and upload to Sharepoint under 'Subject Leadership → Reading and Writing → Reading → Assessments' for Reading lead to be able to see • Use to target Rapid Catch-up interventions • Upload data onto Little Wandle Assessment tracker online
Reading Comprehension Y1	<ul style="list-style-type: none"> • PiXL Reading Comprehension 	<ul style="list-style-type: none"> • Spring 2 • Summer 2 	<ul style="list-style-type: none"> • Upload results to PiXL and Arbor • Use to target interventions
Reading Comprehension Y2-6	<ul style="list-style-type: none"> • PiXL Reading Comprehension 	<ul style="list-style-type: none"> • Autumn 1 (previous year group's summer paper) • Spring 2 • Summer 2 	<ul style="list-style-type: none"> • Upload results to PiXL and Arbor • Use to target interventions
Individualised Reading Gaps Identified EYFS-Y6	<ul style="list-style-type: none"> • Simple View of Reading 	<ul style="list-style-type: none"> • End of Autumn 2 • End of Spring 2 • End of Summer 2 	<ul style="list-style-type: none"> • Use the master copy and upload to Sharepoint under 'Subject Leadership → Reading and Writing → Reading → Assessments'