



St Aidan's approach to Reading



First and foremost, we want all children at St Aidan's to develop a life-long love of reading. As a result, we approach the teaching of reading from all angles, so as to miss no opportunity to spark a child's interest.

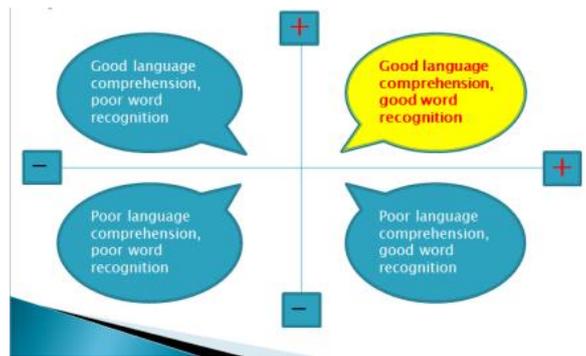
Pupils are taught to read fluently, understand extended texts (both fiction and non-fiction) and are encouraged to read for pleasure. Reading will often increase pupils' vocabulary as they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. The ability not only to read, but to absorb and understand what is being read, develops the whole child; culturally, emotionally and spiritually and is a lifelong skill.

The Simple View of Reading

Word recognition or 'decoding' – Learning to recognise sounds, blending them together to read (Phonics)

TIME LIMITED

Language comprehension - to make sense of the written word.



LIFE LONG SKILL

Children are taught comprehension skills by being encouraged to talk about a text in all areas of the curriculum, enriching and broadening their vocabulary and explaining the meaning of words through the medium of asking questions. It is fundamental for a child to be given the opportunity to ask their own questions relating to a text as this helps them to make sense of the words on the page and at the same time gain an appreciation of the context in which they are used.

Phonics and Early Reading

At St Aidan's, our philosophy is that it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent Phonics and Early Reading

Phonics (reading and spelling)

At St Aidan's, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.



As a result, all our children are able to tackle any unfamiliar words as they read. At St Aidan's, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. 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.

Comprehension

At St Aidan's, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. 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 a Reading Leader Team who drive the early reading programme in our school. This team are highly skilled at teaching phonics and reading, and they monitor and support our staff, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

Implementation Phonics and Early Reading

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Daily Keep-up lessons ensure every child learns to read
- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.



- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home Reading

The decodable reading practice book is taken home (presently via Seesaw) to ensure success is shared with the family.

- Reading for pleasure books also go home for parents to share and read to children.
- We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

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, prompt cards and 'How to videos' ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leaders and SLT use the Audit and Prompt cards to 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 St Aidan's and our local community as well as books that open windows into other worlds and cultures.
- 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.
- In Nursery/Reception, children have access to the reading corner every day in continuous provision and the books are refreshed.
- Children from Nursery/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 on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is made available for classes to use at times throughout the day.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (author visits and workshops, national events etc.).
- As well as a decodable home reading book, children taking part in the phonics programme also take home a sharing book of their choice from the class library to be shared with an adult at home.

Impact Phonics and Early Reading

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 within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:
 - every six 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 Keep-up support that they need.
 - by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The Little Wandle Letters and Sounds Revised placement assessment is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through:
 - their teacher's ongoing formative assessment
 - the Little Wandle Letters and Sounds placement assessment



- the appropriate half-termly assessments.

Reading at Key Stage Two

Pupils have daily opportunities to engage in shared, structured and independent reading both in English and other subjects across the curriculum. We aim for children to become independent, able readers, who understand and demonstrate a passion for reading and a love of books. Reading sessions will encourage children to respond to high quality texts in a number of ways. The driver text is shared with children and inspires their creative writing. As well as the driver text to support writing, this may also be supplemented with a VIPERS text at KS2 which is read in Whole Class Reading sessions.

Our teachers choose high quality, age - appropriate texts to read to the children and keep abreast of new children's literature, supported by the English subject leader. Books are chosen as whole-class texts providing opportunities for class 'book talk' and as a stimulus for writing. Each book is chosen specifically to expose our children to the best stories, poems and authors that exist and therefore the essential ingredients to support them as both readers and writers. We encourage children to read with expression and confidence, making informed choices about the books they select. We aim to foster a love of reading through providing quality books and resources that children can share and enjoy both at school and at home. The importance and joy of reading is reinforced continually through rich and stimulating curriculum experiences.

Children at St Aidan's have a broad and balanced 'diet' when it comes to their reading. In the reading sessions, children read high quality fiction narratives, poetry, song lyrics as well as a broad range of non-fiction texts. This is linked to a theme whether it be the topic they are studying in science or history for example or a cultural celebration such as Black History month. See the front of the Reading exercise books at KS2 to discover what objectives they are focusing on each half term and which texts are chosen termly.

Reading at home

In addition to their weekly homework, children are expected to read for 15 minutes daily, without distractions and record their progress in their reading records. Each child brings home a book which is aimed at the level they are currently achieving in Reading. (Please note that the majority of children in Upper Key Stage 2 are 'free reading'.) The teacher will decide when your child is ready to choose books from the next band. However, children are encouraged to read a wide range of books (both fiction and non-fiction) and enjoyment of reading is crucial to their development. Children in KS2 are encouraged to record their own books in their reading records. Whenever possible, question your child about what has been understood through the text.

To enable you to ask suitable questions that are appropriate to your child's level. Teachers keep a track of how often children are reading at home and will contact parents via seesaw if there are any barriers to them reading at home.

Top tips to promote reading at home!

- Talk about the meaning of unknown words to broaden and enrich language understanding.
- Encourage them to read a variety of books, help them to choose books that you know they will be interested in.
- Ask them to comment on the books they like to read, suggest authors
- Our school website has a list of recommended reads for each year group, from Early Years to Y6.
- Talk about what the book might be about, what type of book is it?



- Make reading an enjoyable experience!
- Visit the local library.
- Have some quiet time away from the television or computer!
- If your child is a hesitant reader and struggles to decode new words, this presents a daunting barrier to their ability to comprehend and this leads the child to view reading as a chore and they will quickly lose interest. If this is the case, read *with* them or *to* them.

Regardless of whether your child is in Reception or Year 6, this quote from Dr Seuss really does emphasise the importance of enjoying reading together:

“You’re never too old, too wacky, too wild, to pick up a book and read to a child.”

