



Forest Town Primary School

Kind
Adventurous
Persevere
Responsible
Independent
Together

At Forest Town, we are readers! Reading is part of our core curriculum. We teach early reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We ensure children learn their GPCs and as a result our children are able to decode unfamiliar words. We teach children to be confident and fluent readers, who will have a lifelong love of books and reading. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. We understand that reading helps develop children's vocabulary and it gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. We provide opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading quality texts is essential and we expose our children to various genres and authors.

At the end of KS2, a Forest Town child will have:

- Become **adventurous** and choose challenging books to read for pleasure.
- Become **independent** readers by confidently reading books with fluency, expression and understanding.
- Become **responsible** for their own reading journey by putting into practice skills that have been taught.
- The ability to **persevere** by developing their decoding and comprehension skills.
- The ability to work **together** and share books with their peers. They will be able to discuss a variety of texts through the use of book chat.
- A sense of empathy and understanding of characters and their behaviour. They will use this **kindness** to have a better understanding of themselves and others.

What does reading look like in Key Stage 1?

Phonics and Early Reading

At Forest Town Primary School we use the Little Wandle Letters and Sounds Revised to plan and provide daily phonics lessons. We teach children that the letters of the alphabet represent a different sound, 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 or writing. Our phonics teaching starts in Foundation 1 and follows a specific sequence, allowing our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. As a result, all our children are able to tackle any unfamiliar words that they might discover. These strategies are also modelled in our shared reading and writing, both inside and outside of phonic lessons and across the curriculum.

	Phonics programme	Phonics focus	Reading Practice sessions
Foundation 1	Little Wandle Letters and Sounds Revised 'Foundations for Phonics'	Oral blending and language development through high quality stories and rhymes	-
Foundation 2	Little Wandle Letters and Sounds Revised	Taught daily Weekly review Children complete phase 4 by the end of the year	-

Year 1	Little Wandle Letters and Sounds Revised	Taught daily Weekly review Children complete phase 5 by the end of the year	3 x weekly reading groups
Year 2	Little Wandle Spelling programme	Autumn 1 children recap phase 5 Spelling lessons following the familiar structure of Little Wandle Letters and Sounds.	3 x weekly reading groups Weekly reading comprehension

Reading practice sessions

These sessions follow the model set out in Little Wandle Letters and Sounds Revised. During the first session, teachers focus on decoding, session 2 allows teachers to focus on prosody and finally session 3 helps to develop their comprehension skills. The children take the same book home so they can continue to work on their decoding skills and fluency.

Assessment

At the end of each week there is a review session which recaps the learning. There are also whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher's ongoing formative assessment).

Children identified as at risk of falling behind are immediately identified and daily 'keep up' sessions are put in place – these sessions follow the Little Wandle Letters and Sounds Revised programme.

In Foundation 2 and Year 1, children are assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessment tracker.

Children in Year 1 complete the statutory Phonics Screening Check in the summer term. Any children who do not meet standard in the Phonics Screening Check in Y1, will complete this in Y2. Support continues to be put in place for these children.

Children in Year 2 complete SATs papers every term.

What does reading look like in Key Stage 2?

In each English sequence, there are lessons dedicated to teaching reading skills. High-quality texts are chosen to offer a wide variety of genres including poetry, non-fiction and fiction. In addition to this, children receive a stand alone reading lesson each week.

All reading sessions are centred around the high quality class text or a supplementary text to support the class text. These texts have been selected to ensure children have access to different types of texts to successfully navigate reading with confidence.

In these reading lessons the teacher focuses on prosody, key vocabulary and comprehension. Lessons focus on modelling answering a range of questions and teaching fluency by model reading, echo reading, choral reading and paired reading.

Each reading lesson consists of:

- Skimming and scanning to identify key vocabulary
- Summarising
- Application of a reading strategy



Bring background knowledge to connect to the text



Predicting



Visualising



Making sense when the meaning has broken down and repairing



Clarifying vocabulary, phrases and ideas



Questioning to gain deeper understanding



Summarising



Connecting all of the strategies to the learning

-There is no expectation that answers to these questions are always recorded in books.

Assessment

Reading is assessed through listening individually to children read, through whole class reading lessons, through termly summative assessments and running records. Following the summative assessments, question level analysis is conducted to inform future planning.

Running records are completed on a termly basis for those children working at or above age related expectations. For those children working below age related expectations, running records are completed more frequently.

Interventions

Where appropriate daily catch up and fluency sessions are provided.

Where appropriate SHINE is used to improve comprehension skills.

Reading for pleasure

We ensure children develop a love of reading and are exposed to a range of interesting and relevant authors. We promote a love of reading in the following ways:

Daily reading enhancement (13:00 – 13:15)

These sessions give children the opportunity to develop as self-reliant readers, maintaining their concentration over a sustained period of time. It provides an opportunity for children to further develop a love of reading and for teachers to engage with individual children and listening to them read.

Daily class reading (15:00 – 15:15)

The focus of this session is on teachers modelling prosodic reading of non fiction, poetry and fiction. The teachers share the texts, providing opportunity for children to listen to longer or more complex texts than they would be able to read alone. As a result of these sessions, children develop richer vocabulary, they extend their familiarity of a range of text types and the teacher models expressive reading

Listening to readers (1:1)

For children who are developing early reading skills, individual reading is a vital way of developing decoding, fluency and intonation and is clearly focussed on the needs of the child. As children become more confident readers, individual reading continues to support children in developing their fluency and intonation as well as comprehension skills, deepening their understanding of the text. Teachers should be aiming that all children are listened to fortnightly. For those children who are in the bottom 20%, this happens at least weekly. Each time an adult listens to a child read, a note for stamp acknowledging this is made in their reading diary. Opportunities to listen to children read is between 8:45 -9:00, during assemblies, and during 13:00 – 13:15 each day.

School library (fortnightly 14:55 – 15:15)

Library visits focus on exploring and identifying different genres and learning how to use the library system to select and choose books matched to their preferences. Children use the library to research areas of interest or gather information about themes they are learning about across other curriculum areas.

All children visit the library every fortnight. The library is also open at lunch times and available to all children. These are led by year 6 librarians.

Book banded books

Every classroom has a selection of book banded books. Children are encouraged to swap these books as frequently as needed. Teachers and teaching assistants direct children to select books which may be of interest to them and children are encouraged to select a range of text types. In order for children to access a broad variety of books, the books are rotated every half term. Little Wandle books are given to children during their reading group sessions and are swapped every week.

ELS

Across school, teachers use the education library service to provide books that are linked to the children's learning. These books are linked to Enquiry, English, RE and Science topics. These are added to the book corners in the classroom for children to enjoy.

Forest Town community library

All classes visiting the community library at least once a year.

Christmas book present

At Christmas each child receives a book as a present.

Moving books outside at lunch

Children can select books from the library or from the boxes outside of the library and read outside.

Author of the month**World Book Week**

All classes focus on one text and produce a piece of writing. Children also dress up and celebrate World Book Week. Children are given vouchers to spend.

Book Fair

We hold annual book fairs, organised through Scholastic.

Reading buddies

Children get to read with another child from a different class every half term.

Reading at home

All children are expected to read at home 4 times a week, preferably with an adult. This is tracked and recorded through reading diaries. For those children who do not appear to be reading at home, staff are expected to work with parents to try to ensure that this happens. Additional reads in school with an adult should also be considered.

Reading rewards

Certificates are provided to children as soon as they have read the following amount of times: 15, 30, 45, 60, 80 and 100. Children are also provided with a raffle ticket for every 4 reads they complete. A child from each class wins a book every half term.