



## Handale Primary School Reading Strategy

*“There is no such thing as a child who hates to read; there are only children who have not found the right book.” Frank Serafini*

*At Handale we are passionate about reading and we endeavour to make sure that all our children develop a love of reading and that every child leaves us with a thirst for reading.*

Reading is at the heart of our curriculum and learning to read is the most important thing your child will learn at school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We want your child to love reading and to want to read for themselves. Therefore, we put our efforts into making sure they develop a love of books as well as simply learning to read. At Handale, we ensure that we provide plenty of opportunities for your child to read across the curriculum.

### **Our intent for reading as part of a wider broad and balanced curriculum:**

At the heart of our strategy is our drive to foster a love of reading, enriching children’s learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts. From the important foundations in our systematic and structured phonics program to our range of class novels, school library, regular visits to our local library, interaction with authors, celebrated book days, awards and class reading corners, we make sure our school illustrates the importance of reading at every turn. Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole federation approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success, always ‘reading for the stars’

We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which will help them to:

- Gain a life-long enjoyment of reading a range of engaging and challenging texts from a range of genres (fiction, non-fiction and poetry).
- Become fluent and age appropriate readers across Early Years and Key Stage 1 through a fully embedded and progressive phonic scheme (Little Wandle) as well as exposure to appropriate texts to build further reading skills.
- Reach the expected standard in Year 1 phonics with word reading fluency being the most important focus on the curriculum. This will then allow our children to build on their understanding of what they have read, exposure to an increasing range of vocabulary and developed comprehension skills ready for Key Stage Two.
- Access and explore class novels and weekly extracts with coverage of fiction, non-fiction and poetry.
- Have access to their own reading books matched to their attainment as well as selecting a book from the school library following our ‘Read for the Stars’ scheme.
- Develop a good linguistic knowledge of vocabulary and grammar and develop a deeper level of emotional intelligence and empathy.



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### Phonics Teaching at Handale Primary School

At Handale, we strive to ensure that all of our children become fluent readers therefore we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. Phonics begins for our children within their first few weeks of starting school to ensure that no time is wasted and children begin their reading journey immediately. At Handale, a high percentage of pupils are eligible for pupil premium and this is above average. We have a school funded SEND Unit (Small Learning Community) in Key Stage 2. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background and barriers. Little Wandle ensures that children build on their growing knowledge of the alphabet code, mastering phonics to read and spell as they move through school. As a result, our children are able to tackle any unfamiliar words as they read. In addition to this, we model the application of the alphabetic code through phonics in shared reading and writing 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.

#### Foundations for phonics in Nursery

In Nursery, they teach early phonics through Foundations for Phonics from Little Wandle Letters and Sounds Revised. 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'. This includes:

- 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.

#### Phonics Sessions in Reception and Year One

Phonics is taught for a maximum of 40 minutes a day but phonics is also embedded into all areas of the curriculum. In Reception, we build from 10-15-minute lessons, with additional oral blending sessions, to a full-length lesson as quickly as possible. Every Friday, we review the week's teaching to help children become fluent readers. Teaching begins in Week 2 of the Autumn Term and we follow the Little Wandle Letters and Sounds Revised expectations of progress. In Reception, children 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. We use Little Wandle's planning which provides a full progression document to show what the progression should look like throughout Reception and Year 1. We use weekly grids to give us the information we need to teach the daily sessions.

#### Keep Up Sessions



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Keep-up lessons ensure every child learns to read. As much as practicably possible, children will move through the order of sounds together: children who need extra support to catch up will be prioritised between sessions, to ensure that learning gaps do not appear, or widen over time. Any child who needs additional practice has keep-up support, taught by a fully trained adult (all of our staff are fully trained with Little Wandle.) 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 and beyond 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.

### Reading Practice Sessions

We teach children to read through reading practice sessions at least three times a week, we aim for four sessions for the bottom 20% of a cohort. These sessions are taught by a fully trained adult to small groups of a maximum of six children. Books are carefully matched to the children's secure phonic knowledge using the Little Wandle assessments and book matching. Each reading session has a clear focus so that the demands of the session do not overload the children's working memory. Reading sessions are timetabled and monitored by the class teacher, who rotates and works with each group on a regular basis. Teaching assistants, who are fully trained, take reading practice groups weekly and provide extra sessions to children in Year 2 and Key Stage 2 who need to catch up.

The reading practice sessions have been designed to focus on three key reading skills: decoding, prosody (teaching children to read with understanding and expression) and comprehension (teaching children to understand the text). In Reception, these sessions start in Week 4 and those children who are not yet decoding have daily additional blending practice in small groups. Reading sessions continue in Year 1 in Week 1. In Year 2 and Key Stage 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books. Our Year 2 children move on to our whole class reading approach in the second half of the Autumn Term.

### Reading for Pleasure

At Handale, we value the importance of reading for pleasure and we aim for children to have lots of opportunities across the curriculum. We read to children daily and the books are carefully selected to match the children's interests and personalities as well as our school experiences. Every classroom has an inviting book corner that encourages a love of reading. In the book corners, you will find a variety of fiction, non-fiction and poetry books. In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed. Every half term, year groups visit the local library to select new books for their classrooms. Phonics and reading learning is strongest when parents are true partners. At Handale Primary, parents are strongly encouraged to attend phonics and reading workshops to help them to understand how phonics and reading are taught and enable them to support their child's learning at home. Children from



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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. Our 'Read for the Star's' programme encourages children to read at least three times a week and termly both parents and children are rewarded for their effort and success. In Reception, Year 1 and Year 2 they are sent home the Little Wandle Big Cat Collins eBook they have used during their reading sessions to help build their confidence and fluency. They will also take home a library book of their choice weekly. This is to encourage them to read for pleasure. At the end of each half term the Year 1 and Reception children will receive a list of the new phonemes, words and tricky words they have learnt this half term from their class teacher. This is sent home so parents can support their children's phonic skills at home too. Weekly homework is sent home also based around the new phonemes they have learnt that week in Year 1 and Reception too. When children have completed the phonics programme successfully, they move on to books matched to their year group curriculum and continue to take a book home from the library to encourage reading for pleasure.

### Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. We use assessment for learning daily within class to identify children needing extra support, weekly in the review lessons to assess gaps and we then address these immediately. Summative assessment is used every six weeks to assess progress, identify gaps in learning and to plan the keep-up support that they need. The Head Teacher and the Reading Leader scrutinise the Little Wandle Letters and Sounds Revised assessment tracker to ensure attainment gaps between different groups of children are addressed and also to monitor the additional support and catch up which is taking place. For summative assessment we use the Little Wandle assessment mark sheet. This data is then formulated onto a Phonic and Tricky word tracker to show any gaps and misconceptions. Each teacher then completes a provision map which highlights which children are working within, working towards and above the ARE. Then each teacher carefully plans keep up sessions to ensure all children who are not working within are given the opportunity to close the gap. For statutory assessment, Year 1 children sit the phonic screening test and any child/children who do not pass then resit in Year 2.

### Reading

Our language focus starts with author focuses and a reading ethos in the Early Years. The promise to our youngest children is that they will experience a variety of language rich experiences every day including stories, non-fiction books, rhymes, songs, poems and much more. This develops children's understanding and vocabulary knowledge preparing them for the rest of their education. When the children get to Year 1, this continues and the children are exposed to texts within English lessons as well as during reading time.

When the children have completed the Little Wandle Revised Letters and Sounds Programme, they then move on to a whole class reading approach. We teach reading through two different approaches: whole class teaching and through access of a daily novel. The daily novel is read for at least 15 minutes to the class by the class teacher at the end of the school day to model good reading though fluency and expression. At Handale Primary, we recognise that reading extends beyond decoding and fluency. In order for children to become successful



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readers in the longer term, children must develop language, comprehension, dispositions and linguistic skills that phonics alone cannot deliver. We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and enjoy reading for pleasure. We encourage our children to see themselves as readers for both pleasure and purpose. Reading 'real' books is at the heart of our curriculum and within our school timetable we ensure that children across the school have access to authentic texts. Across all age ranges, children are able to enjoy the experience of reading together and sharing the joy and emotions of a shared text. Staff read to children of all ages daily, sharing their passion for and skill in reading aloud; this time is protected and prioritised within our curriculum. Modelling prosody, through pace, flow, rhythm, language patterns and rhyme, is essential so that all children are hearing quality oration of texts.

### Handale Primary Reading Offer

Reception	Year 1	SLC	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics				Catch up phonics if needed			
Small Group or 1:1 reading			Whole Class Reading (5 times a week for 30-minute sessions)				
Individual Reading Books 'Read for the Stars'							
Daily Novel Time (at least 15 minutes at the end of the school day)							
				Linked Texts (Tuesday, Wednesday and Thursday)			
Catch up Reading							

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Recap previous reading. Explanation of authorial intent.	Fluency, vocabulary and quick-fire retrieval	Inference, Retrieval, Vocabulary and Explanation	Inference, Retrieval, Vocabulary and Explanation	Prediction and Summarising/ Sequencing
Class Novel	Linked Text	Linked Text	Linked Text	Class Novel
No new reading of the text – focus on what has already been read.	Teacher to read, then children to take it in turns to read out loud for fluency.	Re-read the text as a class, individually or in pairs. Teacher could use this time to target individual readers if needed.	Re-read the text as a class, individually or in pairs. Teacher could use this time to target individual readers if needed.	No new reading of the text – focus on what has been read.
3pm 'We love to Read' Reception and Year 1, Class Novel Y2-Y6				



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### Whole Class Novels

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Little Wandle Revision  Fluency Focus	The Pirates of Scurvy Sands By Jonny Duddle	The Owl who was Afraid of the Dark By Jill Tomlinson	The Minpins By Roald Dahl	Winnie and Wilbur Seaside Adventures By Valerie Thomas	The Boy who Grew Dragons By Andy Shepherd
Year 3	Iron Man By Ted Hughes	How to Train Your Dragon By Cressida Cowell	Varjak Paw By SF Said	The Queen's Token By Pamela Oldfield	Oliver and the Seawigs By Philip Reeve	Matilda By Roald Dahl
Year 4	Ted and his Time Travelling Toilet – Roman Rewind By Steven Vinacour	The Miraculous Journey of Edward Tulane By Kate DiCamillo	The Lion, the Witch and the Wardrobe By C.S Lewis	The River Singers By Tom Moorhouse	Harry Potter and the Philosophers Stone By J K Rowling	The House with Chicken Legs By Sophie Anderson
Year 5	The Phantom Tollbooth By Norton Juster	The Explorer By Katherine Rundell	The Hobbit J.R.R. Tolkien	Cosmic By Frank Cottrell-Boyce	Blackberry Blue By Jamila Gavin	Letters from the Lighthouse By Emma Carroll
Year 6	Carrie's War By Nina Bawden	The Graveyard Book By Neil Gaimans	Scander and the Unicorn Thief By A.F Steadman	Beatle Boy By M.G. Leonard	Who Let the God's Out? By Max Evans	Skellig By David Almond

Whole class reading takes place each day for at least thirty minutes based on either the class novel (Monday's and Friday's) or three linked texts (Tuesday – Thursday.) Each lesson focuses on one of the key reading domains with a greater focus on retrieval and inference (the two largest weighted areas in KS2 assessments.)

When completing the Linked Texts, the focus rotates between fiction, non-fiction and poetry and the same text is worked on for the full three days with a specific focus each day. We encourage teachers to choose texts that they are interested in and passionate about, that support Handale Primary School Reading Strategy their ongoing topics, that appeal to the interests of the children and that support wider personal development through links with PSHE and British Values. However, there are parameters which teachers must consider when choosing a new text to share with the children, so that the texts children experience through direct teaching and story time deepen children's growing knowledge and understanding.

The structure for the reading session on a Tuesday, Wednesday and Thursday is as follows.



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<b>Read the Text</b> Spend no longer than 10 minutes reading this as a class.
<b>Explore the Vocabulary</b> Pick carefully and only pick a maximum of 3-5 words a day. Display the words on the IWB and discuss the definitions (3 minutes).
<b>Quiz</b> Pick between 3 and 8 questions. These questions should be quick fire questions and easily found in the text. They then should be marked as a class (5 minutes)
<b>Individual Thinking</b> One or two questions only (5 minutes)
<b>Partner Work</b> Lots of discussion – does not need to be recorded.
<b>Solo Work</b> Longer independent task which requires an explanation using APE and will refer to the text (5-10 minutes)
Notes – Solo work needs to be marked by the teacher as children's answers will vary. This is the only piece of work you will need to mark as the rest will have been marked in the lesson or discussed.

Through this way of teaching reading, children experience explicit teaching of reading skills and knowledge as they progress throughout school. Our sessions also follow along with our comprehension skills progression document.

### Reading Assessment

At Handale, we ensure that reading is accurately assessed throughout school, not just when children are learning their phonic sounds. Clear phonics and comprehension overviews allow teachers and leaders to quickly identify what children should be able to do. This is key in the monitoring of reading and assessment across the school. We use assessment to monitor progress and to identify any child needing additional support as soon as they need it.

Formative Assessment is used:

- Daily within class to identify children needing keep up support in phonics or comprehension;
- Every Friday in phonic review to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Every six weeks within the phonics programme 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 scrutinies through the Little Wandle Letters and Sounds Revised assessment tracker, in order to identify attainment gaps and put additional support in place to narrow these.



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- To monitor pupil progress by SLT and the Trust. The Trust Reading Objectives are the main source of assessment from Year 1 to 6, and are used to support planning and teaching, alongside the Handale Primary Word Reading and Comprehension Progression documents.

### Summative Assessment

- In Reception, children's phonic and reading ability is assessed in the first six weeks using the Reception Baseline Assessment (RBA). In the final term of the year, each child's level of development is assessed against the early learning goals for Word Reading and Comprehension using the Early Year Foundation Stage Profile (EYFSP).

- In Year 1, all children sit the 'Phonic Screening Check'. This diagnostic test allows staff to carefully assess phonic reading standards at this important point. Any child who does not pass the Phonics Screening Check in Year 1 will complete the check again in Year 2. Achieving the expected standard does not mean that a child is secure with every sound – staff must be acutely aware of this. This is doubly important for any child not meeting the standard (or indeed 'just' meeting the standard) and transitioning into Year 2, or Year 3.

- Children in Year 2 sit the standard Assessment Test (SAT) in reading in the summer term. The result of this along with ongoing teacher assessment informs a final teacher judgement.

- Children in Year 6 sit the Standard Assessment Test (SAT) in Reading in the Summer Term. The result of this test produces a grade of working towards the expected standard, at the expected standard or working at the higher standing in reading.

- Children from Year 1 – Year 6 complete half termly fiction and non-fiction reading assessments. These inform planning and next steps.

### Home Reading – Read for the Stars!

We understand the importance of home reading and we work hard to ensure that both children and parents enjoy sharing a book at home together. At Handale, we have a 'Read for the Stars' scheme to promote reading at home and encourage parents to get involved. The aim is for children to read three times a week and earn their stars. If they achieve the selected number of stars, both children and parents are invited to a reading party which takes place at the end of every term. We aim for all children to love reading but recognise that there can be a number of barriers to children reading regularly at home. In these instances, staff work with the child and their parents/carers to ascertain why and mitigate this by providing extra reading sessions in school with the class teacher, teaching assistant or a parent, with the aim of encouraging children to enjoy reading more.

### Promoting Reading

At Handale, we strive to promote a strong reading ethos around the school. We strongly believe that reading is at the centre of everything which the children do and we aim for all children to develop a passion for reading. We read to children every day, choosing books carefully so that children experience a wide range of texts. In all classrooms, you will find an exciting reading corner where the children can access a variety of books. Visits to





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our school library take place regularly and the children enjoy taking books home to share with their family members. Furthermore, every half term, each class visits the local library to find books to match their topics in learning as well as author focuses. 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 on a regular basis to ensure strong communication between home and school. As the children progress through the school, we allow and encourage children to write their own comments and keep a list of the books/authors that they have read. Each year, we celebrate World Book Day through exciting, creative activities. Displays around school and in classrooms remind children of reading opportunities and skills, as well as show casing work completing on a book or detailing the class novel being shared. Book Fairs are held during the year and give families the opportunity to browse and buy books together. In every class, teachers share class novels or books which afford further opportunities to engage pupils and to introduce new authors, ideas, concepts and vocabulary.