



Little Sutton Church of England Primary School **Reading Statement**



Intent

Reading has always had extremely high importance in Little Sutton Church of England Primary. Our aim is to develop a life- long love of reading for all children whilst developing their fluency, accuracy and comprehension skills. Our aim is for all children to love reading at all ages and we encourage this by using a range of high- quality texts across our English curriculum which are enjoyable for children but also provide a challenge for them. In Reception, phonics has high priority to ensure that phonetic skills are developed to ensure fluency and accuracy and in their reading. We believe that through reading a wide range of texts and genres, children's writing skills will be improved by enchaining their imagination and their vocabulary.

Implementation

In Reception and Key Stage One, there is greater emphasis on phonics; this is then built upon and consolidated throughout the rest of the school. During our daily phonics sessions, children can revisit previous learning, learn new skills, practise and apply their knowledge in an environment that is both engaging and stimulating. All children have daily opportunities to read a variety of material in school, including regularly with an adult. There are areas in and around the school that promote reading. All children are able to access these throughout the day and can choose a book of their choice. Home reading: Every child is given a home reading book that they can take home and enjoy in their own time. We encourage all children to read five times a week, ('strive for five'), though some children exceed this. In Reception and Key Stage One, all children are given a decodable reading book which is specifically matched to the phonics level they are working at. The books vary in several ways, including layout, size, vocabulary and length, to give the children a rich diet of literature. We feel it is hugely important for our children to receive home reading books matched directly to their phonics knowledge so that they become confident and fluent readers, before moving on to a greater difficulty. After the children have successfully exited the 'Little Wandle' phonics scheme, they are then moved on to 'Accelerated Reader' banded books. These books use computerised assessments, along with formative teacher assessment, to provide texts at the optimal level of difficulty to ensure progress.

In year two, (after exiting the phonics scheme), and Key Stage 2, we follow Reading Pathways for our guided sessions to use engaging texts with children whilst developing key skills to enable them to become competent and fluent readers. Children take home books on a weekly basis which match their reading level and this is based on the Accelerated Reader scheme. Regular assessment is undertaken when a book is read to allow regular benchmarking to ensure that children are developing their reading skills and reading at an appropriate level. Home help questions are sent home to parents to support them in using a variety of questions to develop understanding and comprehension skills. Children continue to work through Accelerated Reader books until they leave the school in Year 6.

Impact

At Little Sutton Church of England Primary, we believe that children are not only developing their love of reading but also becoming confident, accurate readers. Our aim is that children will leave us as life-long readers who are able to recommend books to others, continue to develop their breadth of reading and continue to develop their use of vocabulary. In addition, our aim is that they can also read and use books and other written sources to enhance their knowledge and understanding of the curriculum and the world around them. We encourage

all pupils to 'REACH' by developing their resilience, engagement, ambition, creativity and encouraging them to make healthy life choices and being an independent reader and reading for fun encompasses all of these life skills.

Reading in the Early Years

English is one of the seven areas of learning in the Early Years Framework, known as Literacy and is fundamental to enable a child's successful development of reading and writing as they progress throughout the rest of the school.

Within the classroom, we have carefully planned exciting and engaging texts that support prior knowledge as well as expose them to new reading experiences.

In Reception, we carefully plan for Literacy throughout our continuous provision, enabling early sound recognition throughout their independent time. Throughout Early Years, we provide fun and exciting reading activities for children including; fishing out sounds from the water tray, squirting different phonemes using water guns as well as taking books into the outdoor areas for children to enjoy while sitting on the grass.

In Reception, we begin to teach individual phonemes, starting with Phase Two. During daily Phonics sessions we can teach children to discriminate between different phonemes as well as teaching them to segment and blend sounds in words to read them.

In addition to this, we share a love for reading with various stories that can be shared with the children. Every term, we focus on a high-quality text and provide opportunities for the children to sequence, re-tell and use role play to develop their own ideas of storytelling. In Reception, we undertake Literacy sessions whereby we instil a love of reading through sharing high-quality texts and sharing lots of lovely opportunities related to this.

Finally, in line with the rest of the school, we encourage our children to read regularly at home. New parents are invited to a reading session at school and the Reception teacher talks through how we teach reading and how they can support their child at home.

Reading in Key Stage One

In Key Stage One, the emphasis on phonics continues as it did in Reception; this is then built upon and consolidated throughout the rest of the school. During our daily phonics sessions, children can revisit previous learning, learn new skills, practise and apply their knowledge in an environment that is both engaging and stimulating.

All children have daily opportunities to read a variety of material in school, including regularly with an adult. The classroom has an attractive book area, all children are able to access this throughout the day and can choose a book of their choice.

Every child is given a home reading book that they can take home and enjoy in their own time. We encourage all children to read regularly at home.

In Reception and Key Stage One, all children are given a decodable reading book from the 'Little Wandle' series, which is specifically matched to the phonics level they are working at. We also use the 'Little Wandle' scheme to support the teaching of phonics. After the children have successfully learned all sounds within 'Little Wandle for Letters and Sounds' they are then moved on to 'Accelerated Reader' books. 'Pathways to Read' is then used to further develop reading skills in year 2.

Reading in Key Stage Two

From Years Three to Six, children take part in 'Pathways 2 Read Whole Class and Group Reading' sessions where they have the opportunity to widen their experience of reading alongside their peers. All children have access to the same book, vocabulary and discussion throughout these carefully planned lessons to enrich their reading experience. Children also use 'Accelerated Reader' as individuals to access appropriately challenging texts both at home and at school.

Teaching key skills using the 'Pathways 2 Read' approach, enables our children to gain a better understanding of each text during their English sessions, while delving deeper into the English Curriculum.

In Key Stage Two, children receive an 'Accelerated Reader' home reading book which is linked directly to their reading level. This is assessed regularly throughout the terms to ensure an appropriate level of challenge and skill to continue to improve their reading skills.

Equal Opportunities and Inclusion

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided and demonstrated by children who require further challenge. All pupils are entitled to access the reading curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's Inclusion Policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different group of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- observing children at work, individually, in pairs, in a group and in class during whole class;
- teaching using differentiated, open-ended questions that require children to explain and unpick their understanding of ideas and techniques;
- regular reading tests take place when a child has finished their school/ home book to monitor comprehension and reading accuracy;
- reading tests at the end of each term using Accelerated Reader to allow for monitoring to see if children are on track and where gaps are in their learning;
- data drops and pupil progress meetings take place at the end of each school term, and continuous assessment is carried out by class teachers and subject leaders throughout the school year.

British Values and Christian Distinctiveness

As a Church of England School, Christian Values are embedded at the heart of our community. Each half term we focus on a specific value in Collective Worship, in order to gain a better understanding of how these values impact the way that we live. As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and follow our three school rules: 'Be kind, be safe, be respectful'. As a friendly and welcoming primary school in Little Sutton our children learn about British values like respect, tolerance, democracy, liberty and law. We appreciate and celebrate diversity through the teaching of stories, values and celebrations from a variety of faiths and cultures.

The Curriculum Leader for Reading is:

Miss Diana Boycott

The Curriculum Leader for Early Reading is:

Miss Jane Edwards