

Reading Policy

July 2024



The Stour Academy Trust

Trust Vision

We are:

A Multi Academy Trust at the forefront of providing a 21st century education for children.

We have a vision for education that gives children the necessary skills to thrive in our modern, 21st century world.

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges.

Technology will accelerate our progress but will not be the driver of our vision. We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives.

There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others.

Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21st century workspace that promotes social interaction, communication and self-regulation.

Trust Values

We are:



Intent

At the Stour Academy Trust, our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. We have a strong focus on speech and language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We believe that all our children can become fluent readers and writers regardless of their background, needs, abilities and age, and are determined to make this happen. Our aim is that by the end of year 6, pupils' reading and writing is sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.

We teach early reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception 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. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, clear teacher modelling of effective reading strategies, as well as from reading and discussing a range of stories, poems and non-fiction

We value reading as a crucial life skill. By the time children leave us we want them to read confidently for meaning and regularly enjoy reading for pleasure. Reading for pleasure is the single most important indicator of a child's success.

We ensure that there is a balance of teaching instruction and instilling a love of reading. At the forefront of our reading curriculum is our 'reading for pleasure' agenda, where we strive to provide experiences that encourage children to be intrinsically motivated to read, through ensuring they experience the rewards that reading practices bring. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because 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 (2014 National Curriculum).

We have developed a programme of reading aloud to all pupils from Reception to year 6. We read aloud to children every day and across the school day as a part of the timetabled "5 a day reading diet". Through reading aloud teachers develop children's key listening skills, model active thinking aloud skills and teach children to be text tellers and storytellers. This enables them to 'talk like a book' and notice more about text. Active listeners are likely to turn into active readers who build meaning. Teachers choose these books carefully as we want children to experience a wide range of books and genres, including books that reflect the children at the Stour Academy Trust and our local community as well as books that open windows into other worlds and cultures. In reading lessons and when reading at home, children from Reception to year 6 have access to Apps that encourage children to read for pleasure and to increase their reading mileage.



Implementation

What does the teaching of phonics and early reading look like?

Early Years

- In Nursery, children follow the Little Wandle Letters and Sounds Revised 'Foundations for Phonics' guidance. The focus is on developing phonological awareness through activities that develop children's ability to hear, identify and manipulate sounds in spoken language. This is done without looking at letters or words.
- There is a balance of child-led and adult-led experiences for all children that meet the Development Matters expectations for 'Communication and language' for a 2, 3 and 4-year-old. These include sharing high-quality stories and poems, learning a range of nursery rhymes and action rhymes, activities that develop focused listening and attention and modelling high-quality language.
- The Little Wandle "Foundations for a love of reading" guidance is followed in Nursery which focuses on developing children's language and enjoyment of stories.
- In Reception, phonics sessions start as soon as the children have successfully transitioned and settled in Term 1. We baseline the children to ascertain their current phonological and phonemic awareness as children transition from a variety of different nursery/pre-school settings.
- In Term 1, the "Foundations of Phonics" is extended whilst teachers identify and fill gaps in children's phonological awareness and oral blending skills – continuing with games in small groups to "level the playing field" at the beginning of Reception.
- Teachers also screen and identify children's speech and language needs, as part of the in-school baseline using Speech and Language Link and Development Matters.
- As part of the in-school baseline teachers carry out the Concepts of Print assessment
- Whole class phonics instruction follows the progression of the Little Wandle Letters and Sounds Revised programme.
- The whole class phonics lesson is adapted for children who are working in much lower phases e.g. If teaching a Phase 4 lesson, children working in Phase 2 will be taught by an adult in another group.
- Daily Keep-up lessons for children that need further support.
- By the end of Reception, children will be working in Phase 4.
- Reception lessons start at 10 minutes, with daily additional oral blending – building up over the year.
- Children in Reception apply their phonics knowledge by using a full matched decodable reader in a small group reading practice session.
- These sessions are 15 minutes long and happen three times a week, following the model set out in Little Wandle Letters and Sounds Revised
- The decodable reading practice book is sent home electronically to ensure success is shared with the family. A reading for pleasure books also goes home for parents to share and read to their child.
- Teachers "read aloud" using the Reception Pie Corbett Reading and Poetry Spines as part of the "5 a day reading diet".
- The Power of Reading approach is used in Nursery and Reception to support language development, develop speaking and listening skills and instil a love of reading. Teachers read aloud and promote book talk to actively engage children in high quality texts.



Year 1

- Y1 phonics continues through the Little Wandle progression and lessons are 30 minutes long.
- By the end of Year 1, children will have been taught up to the end of phase 5.
- The whole class phonics lesson is adapted for children who are working in much lower phases e.g. If teaching a Phase 5 lesson, children working in Phase 2, will be taught by an adult/s in another group/s.
- Children in Year 1 continue to apply their phonics knowledge by using a fully matched decodable reader in a small group reading practice session.
- These sessions are 15 minutes long and adult instruction happens three times a week, following the model set out in Little Wandle Letters and Sounds Revised, with 2 days being independent reading practice. See timetable below.
- Once children are reading Phase 5 set 4 or 5 book, they then move onto the PM \purple banded book after carrying out a 60-word check. Children that have met the instructional level for a purple book but still need fluency practice can go onto “Switch On”.
- Teachers “read aloud” using the year 1 Pie Corbett Reading and Poetry Spines as part of the “5 a day reading diet”.
- The Power of Reading approach to writing is used in Year 1 to support language development, develop speaking and listening skills and instil a love of reading. Teachers read aloud and promote book talk to actively engage children in high quality texts.

Note: Year 1 and 2 receive phonics/ spelling instruction followed by a reading session in the morning, before rolling into a Power of Reading session (Writing)

In Year 2 and 3

Children should have secured phonics skills by this point, but further instruction in phonics and applying phonics to reading may be required for some children. Children will continue to need reading mileage, to develop their language comprehension, and skilled teaching of decoding and fluency strategies.

- Children that are not secure in their phonics knowledge and applying their phonics knowledge to decodable books should continue to have phonics instruction and be taught reading using matched decodable texts as in Year 1 using the Little Wandle Letters and Sounds Phonics programme.
- The Year 2 and 3 Rapid Catch-up programme is used when children have wide gaps and need to catch up with pace.
- The reading lesson will be by a hybrid approach. Children on decodable books will still have a daily phonics lesson and a 3-part reading lesson and the other two days will be reading mileage like the rest of the class– reading to a peer, independent reading their current and previous books on using E Collins on the iPad. These sessions should be 30 minutes, where each group has adult support for 15mins of this time.
- Banded books from the PM scheme should be used once children have secured phonic knowledge and applying to decodable texts. As with year 1 - Once children are reading Phase 5 set 4 or 5 books they then move onto the PM \purple banded book after carrying out a 60-word check. Children that have met the instructional level for a purple book but still need fluency practice should be a priority for “Switch On”.
- Teachers “read aloud” using the year 2 Pie Corbett Reading and Poetry Spines as part of the “5 a day reading diet”.
- The Power of Reading approach to writing is used in Year 2 to support language development, develop speaking and listening skills and instil a love of reading. Teachers read aloud and promote book talk to actively engage children in high quality texts and to apply reading skills.

Note: Year 3 will receive Power of Reading session in the morning to develop book talk and reading skills, followed by a stand-alone reading session in the afternoon.



Example timetable for Year 1, 2 and 3 below

Groups	Monday	Tuesday	Wednesday	Thursday	Friday
Phase 5 Set 3 Jesse Emilie-Jo Harley Ellie-Ann Akshith Hannah	CT: Book introduction/Decoding	TA: Prosody	E Paired Reading	CT: Comprehension	E collins
Gold Darcie Lola Archie Leon Hazel Peyton K	CT: Book introduction/Decoding	TA: Prosody	E Paired Reading	CT: Comprehension	E collins
Phase 5 Set 3 Sonthal Rome Atene Tommy Ruby	E Paired Reading	CT: Book introduction/ Decoding	TA: Prosody	E collins	CT: Comprehension
Purple Brooke Evie Willow Noah Oscar Reggie A Jack	E Paired Reading	CT: Book introduction/ Decoding	TA: Prosody	E collins	CT: Comprehension
Phase 5 Set 1 Jada Layla	TA: Book Introduction/ Decoding	E Collins	CT: Prosody	TA: Comprehension	TA: Paired Reading
Phase 2 Set 2 Alexia George Dolly-Rose Kaleb	TA: Book Introduction/ Decoding	E Collins	CT: Prosody	TA: Comprehension	TA: Paired Reading

Year 4

When transitioning into Year 4, a whole class approach is taken to teaching reading. The reading skills are taught, and children are given time to apply their reading skills to the PM book they are matched to. Those still on Little Wandle decodable books will follow the year 3 approach. See example planning to support with Year 4 reading lessons for those children on PM book bands.

- Children that are not secure in their phonics knowledge and applying their phonic knowledge to decodable books should continue to have phonics instruction and be taught reading using matched decodable texts using the Little Wandle Letters and Sounds Phonics programme.
- Children on the Little Wandle rapid Catch-Up programme will be in a group/s in the reading lesson.
- Banded books from the PM scheme should be used once children have secured phonic knowledge and applying to decodable texts. The same book is used throughout the week and the lesson sequence matches that of Little Wandle: Book intro, Decoding, Prosody and Comprehension.
- Children should be taught reading daily, in small groups when reading their closely matched decodable or colour banded books, including focuses on applying phonics knowledge to decode (if needed), fluency and phrasing, and comprehension. These sessions should be 30 minutes, including shared reading and comprehension and vocabulary focus on the start. **See planning example below.**
- Higher order comprehension skills should be taught through shared reading/reading aloud to develop listening comprehension and vocabulary during Power of Reading lessons and throughout the day.
- The environment should promote reading for pleasure and provide plenty of opportunities for children embed reading skills.

Note: Year 4 will receive Power of Reading session in the morning to develop book talk and reading skills, followed by a stand-alone reading session in the afternoon.



Monday 11th September 2023

LO: To be able to answer a range of retrieval questions

When answering retrieval questions, we have to find the answers in the text.

How do we know whether it is a retrieval question? Here are some examples:

- According to the text...
 - 1. Number these facts from 1 to 5 in the order in which they happen.

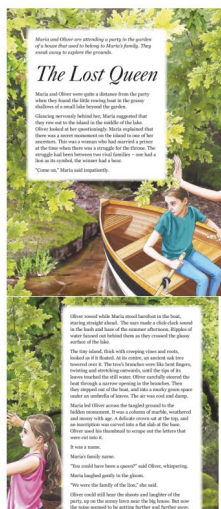
The boat was too heavy even for you.	
xxx	
xxx	
xxx	
xxx	
 - 2. Circle the best reasons why...

xxx	
xxx	
xxx	
xxx	
 - 3. What does the text tell you about...

xxx	
xxx	
xxx	
xxx	
 - 4. What does the text tell you about...

xxx	
xxx	
xxx	
xxx	
 - 5. What does the text tell you about...

xxx	
xxx	
xxx	
xxx	



Tuesday 12th September 2023

LO: To be able to answer a range of retrieval questions



- What was on the front of the postcard?
- Where is he writing the postcard from?
- What is the date on the postcard?
- True or false

Statement	True	False
Mum helped him mark an X to show where they were sitting		
There are snacks on the plane		
I stroll around the plane to help my circulation		
I had beef and vegetables for dinner		

- What 2 things has Ben had on the plane?
 - 1)
 - 2)

Wednesday 13th September 2023

LO: To be able to answer a range of retrieval questions



- Circle the correct answers:

The pilot announced that they were:

Taking off facing turbulence It was lunch landing

They had arrived in:

London Australia Bangkok France

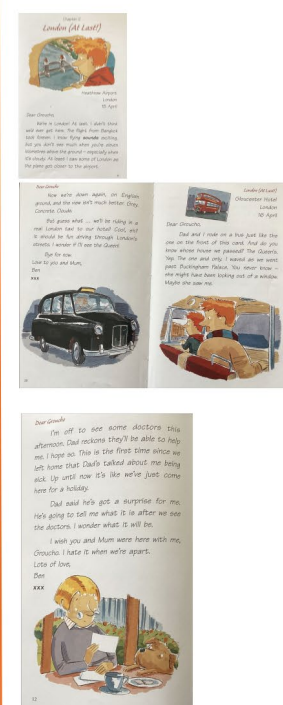
How long did it take to put petrol in the plane?

1 hour 2 hours 3 hours 4 hours

- What where they waiting for the plane to do?
 - 1)
 - 2)
- How long does it take formula one cars to refuel?
- What did Ben put to mark where the transit lounge was?
 - 1) True or false

Thursday 14th September 2023

LO: To be able to answer a range of retrieval questions



- Order the following statements

They left Bangkok airport ☐

Ben and his dad rode around on a bus ☐

Ben and his father got a taxi to the hotel ☐

Year 5 and 6

At the start of both Year 5 and 6, teachers will deliver a 10mins whole class input on their Power of Reading text. Teachers will teach specific skills during this time and allow children to apply the same skill to a PM book banded text. During this time, we explore the question types within that type of question building steps of success for the children to use across the week. For the rest of the week, children will practice this skill using the PM benchmark books. This will give the TA/Teacher the opportunity to work with the groups throughout the week and complete AFL. **See Year 4 example planning.**

Once children are secure with applying reading skills, using the Power of Reading class text, teachers will use a whole class approach. Throughout the week, children will apply a variety of reading skills to text. The teaching structure will follow the I do, you do, we do model used across the curriculum and Steps to success will be built together. **See planning example below.**

Note: Year 5 and 6 will receive Power of Reading session in the morning to develop book talk and reading skills, followed by a stand-alone reading session in the afternoon to build on question types and inference.



- with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Ongoing assessment for catch-up

Children are assessed through:

- their teacher's ongoing formative assessment
- the *Little Wandle Letters and Sounds* placement assessment the appropriate half-termly assessments

PM Benchmarking Assessment

The PM Benchmarking Assessments accurately track and assess pupils' reading progress termly from Year 2 to 6 ensuring consistent and accurate matching to the PM colour banded books.

Following the PM benchmark assessments, teachers will need to create the simple view of reading to support with focuses for reading lesson. See Appendix 5

Reception

Concepts of Print – T1 as part of the school baseline and when necessary, after that. See Appendix 2

Year 2 – 6 book bands

Phrasing/Fluency rubric (ongoing throughout the term) See Appendix 3

Book band progress tracker See Appendix 6

Reading progress

PM benchmarking kit assessment termly

60-word checks mid-termly, when needed following formative assessment.

Reading books

Phonetically decodable books –

Big Cat Little Wandle Revised letter and sounds books

Rapid Catch-up books for year 2 and year 3

Book bands

PM books year 2 -6

Home reading

R /KS1 decodable books

- The decodable reading practice book is sent home electronically to ensure success is shared with the family.
- A home reader book will be sent home as a shared read.
- 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.



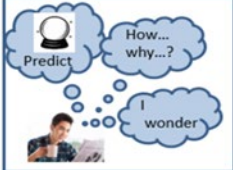
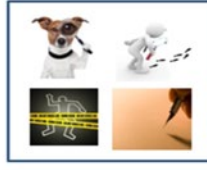
- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily and vulnerable child who do not read at home daily.
- Home Reading Diaries are given to each child to record what they have read each night, and an adult signature should be recorded in the diary every time as evidence the child has read to an adult.

KS2 banded books

- Reading for pleasure books go home and are selected from the e Platform library or the school library.
- Home Reading Diaries are given to each child to record what they have read each night, and an adult/their own signature should be recorded in the diary every time as evidence the child has read.
- Vulnerable readers or children who do not read at home should read to an adult daily in school. These children would benefit from using reading progress at home and in school.

Reading skills and Strategies

Strategies to help us understand and enjoy reading.
As we read we

 Text to self Text to world knowledge Text to text	 Predict How... why...? I wonder	 Visualise	 Think like a detective- use inference
Use our background knowledge and connect to text	Predict, ask questions, I wonder... and read on to find out...	Visualise	Think like a detective- use inference
 I think I've broken down	 I've broken down but I have a plan to fix it	 VIP	 ...and put together to build GIST
Notice meaning breakdown...	...and repair it	Watch out for VIP words/ phrases/ideas..	...and put together to build GIST

KS2 CD teach read strategies 2016

6

Fotolia.com



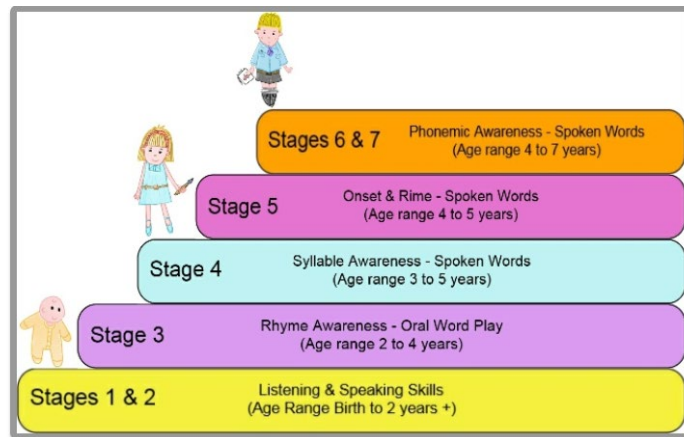
Reading Skills Progression		
Year 2	• Meaning breakdown- errors with decoding or sense, reread and using phonetic knowledge to correct. • Visualisation- not drawing pictures but conversating about how the author's words help you understand what the place/character is like. • Summarising (soft)- 5 finger summary • Ordering- find the information in the text, and numerically order the statements in the order in which they appear. • Retrieval- basic form. Identify what the question is asking. Skim and scan. Copy specific information answers from text. • Background knowledge- draw and upon and link to the 'soft' inference. • Vocabulary- ask the children to identify particular words, what they mean and why they think the author decided to include them. • Predict and justify- focus on justifying the predictions given, which are based on the information provided in the text. • Inference (soft)- used during lessons, story time/circle time.	
Year 3	• Meaning breakdown- lowers readers only. • Vocabulary- not isolating the word that they don't understand. Always ask what words mean in the context that it's used. • Background knowledge- draw upon and link. In years 4-6, the children will continue to use their background knowledge to make connections, but this strategy will become an expectation rather than a lesson objective/focus. • Visualisation- develop the understanding of author's choice of language and how that impacts the readers understanding. • Summarising- develop further from year 2. • Retrieval- major focus and must be secure by the end of year 3. • Inference- develop skills from year 2. • Ordering- find the information in the text, and numerically order the statements in the order in which they appear.	
Year 4	• Retrieval- only used for recapping at the beginning of year 4. Should be secured by the end of year 3. • Inference- major focus on this skill in year 4. • Summarising- develop further from year 3. • Ordering- find the information in the text, and numerically order the statements in the order in which they appear. • Vocabulary- which words/ phrases have been intentionally included in the text. Discuss <u>why</u> they think that is. Further extend knowledge by asking the children what <u>impact</u> this intentional vocabulary has on the reader.	
Year 5	• Inference- test skill practice- how to answer test-specific inference questions. • Summarising- develop further from year 4. • Ordering- find the information in the text, and numerically order the statements in the order in which they appear.	



	• Authors choice of language (vocabulary)-this is a big focus for year 5. Why has the author used specific phrases and vocabulary? How does this enhance the understanding of the text? How does it impact the reader? Teacher to facilitate making connections and delve deeper into linking the information and how it has an intentional impact on the reader. • Discussions- Posing questions- comparing characters to others from the story. High quality discussions with a focus on using evidence to support. Scaffolding and modelling exactly how to answer specific questions and how to draw upon the accurate evidence in the text to enable the point/question being asked to be answered effectively.	
Year 6	• Inference- test skill practice- how to answer test-specific inference questions. • Ordering- find the information in the text, and numerically order the statements in the order in which they appear. • Authors choice of language (vocabulary)- why has the author used specific phrases and vocabulary? How does this enhance the overall understanding of the text? How does it impact the reader? Does it help the reader visualise the setting/tone/mood of the writing? Teacher to facilitate the high-quality connections between the author's intentional language, sentence structure, phrases and how this shows the control the writer/author has on the intended impact of the story. They use these strategies to convey a particular outcome and experience for every reader. • Discussions- Posing questions- comparing characters to others from the story. High quality discussions and using evidence to support. Focus on inviting people into discussions, listening to others and responding respectfully.	



Appendix 1 – The skills children need before phonics teaching



Stage 1	Stage 1 - (Unborn - 1 year) Your child will learn to recognise, differentiate and respond to both speech and non-speech sounds, start to recognise words and interpret facial expressions and body gestures. They will begin making sounds, mimic speech patterns and start to use body language to express their needs, wants and thoughts.
Stage 2	Stage 2 - (1 year - 2+ years) Your child will start to isolate individual words in a speech flow, engage in sound play and recognise that sentences are made up of individual words.
Stage 3	Stage 3 - (2 years - 4 years) Your child's awareness of rhyme will emerge, with them enjoying nursery rhymes, songs and stories with rhyme alliteration and repetition.
Stage 4	Stage 4 - (3 years - 5 years) Your child starts to develop an understanding that words can be split into parts (syllables) and that these parts give the word its rhythm. They should be able to orally blend syllables together to form words and segment words into syllables.
Stage 5	Stage 5 - (4 years - 5 years) Your child will be able to group words by sound, not spelling, such as chair, bear, stare etc. They will begin to understand that syllables in a word can be further broken down (segmented) into smaller sound units referred to as onset and rime.
Stage 6	Stage 6 (Phonemic awareness) - (4 years - 6 years) Your child will be able to orally identify the initial and final sounds in words and the medial sound in mono-syllabic words. They will be able to split words into their individual sounds and blend sounds to make words. This is purely verbal and based on what your child hears and not the written representation of the word.
Stage 7	Stage 7 (Phonemic awareness) - (5 years - 7 years) Your child should be able to substitute sounds in words to make new words and understand how deleting a sound from a word can change it.

Appendix 2 - Concepts of Print

<https://thestouracademytrust.sharepoint.com/:w:/s/truststaff/EU-f9IZ4IOVKuTxToQlmicQBDS1u1oWx6LzREI8zDJu5YA?e=XVqyGc>

Appendix 3 - Phrasing and fluency rubric

<https://thestouracademytrust.sharepoint.com/:w:/s/truststaff/EcJPkxRi7EdBmAoVSC1YIB5aXT-1kaiy4g0HRSwSyVw?e=JPnrmS>

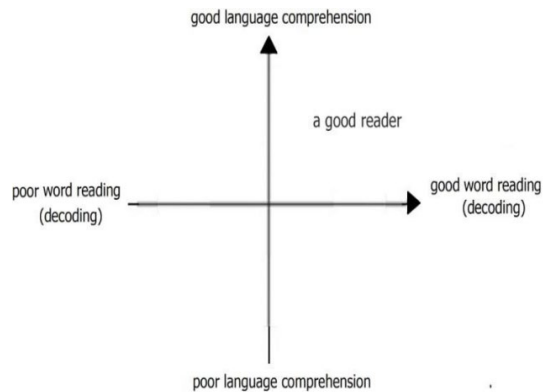
Appendix 4– Book Introduction

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Appendix 5 - The Simple View of Reading

Children need both good language comprehension and good word reading to become good readers. **The Simple View of Reading** clearly demonstrates this:



Appendix 5 - Decodable books progress tracker

[Progress Tracker Reception -Year 1.docx](#)

Appendix 6 – Colour band progress tracker

[Colour Band Tracker Year 2 upwards Reviewed \(1\).docx](#)

Appendix 7– planning documents (reading focuses for each year group)

[Planning 2021-2022](#)

Appendix 9 – The Reading Framework July 2023

<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

