

Little Sutton Church of England Primary School
Reading Statement

Intent

At Little Sutton Church of England Primary School, we believe that reading is an integral part of the school curriculum and a fundamental life skill that impacts on all learning. Everything else depends on it and so we put in as much energy as possible to ensure that every child enjoys reading and learns to read, regardless of their background, and as quickly as possible.

We want every child to love reading and to want to learn to read for themselves. Therefore, we aim to inspire a true love of reading, whereby our children are enthusiastic and motivated readers who feel confident to be able to talk about books and authors. We ensure our children have access to a high-quality English curriculum that is both challenging and enjoyable for all readers. We teach our children to be inquisitive readers, provoking thought, leading to children who enjoy asking questions about the texts they are reading; allowing them to gain a deeper understanding of what they have read.

We recognise the importance of reading wide and often and so ensure our reading curriculum is broad and balanced. Stretching across a wide range of genres, we teach a variety of discreet and cross-curricular learning opportunities, so that the children truly appreciate our literary heritage. In turn, this enhances our children's vocabulary through exposure to high quality texts that they may not normally read.

We value the importance of being a confident reader and work hard to develop children's reading skills.

At Little Sutton Church of England Primary School, we strive to develop our children's phonetic skills, starting with the 'Jolly Phonics' programme in EYFS and Year 1, which leads to them reading accurately and fluently.

Implementation

At Little Sutton Church of England School, we use a carefully developed reading curriculum whereby all classes are exposed to high quality texts, across a wide range of genres throughout the years, which is progressive. Teachers use imaginative and creative planning to ignite children's passion for reading throughout a range of lesson styles including drama, role play and classroom discussion.

Impact

As a result we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

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 every area of 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, and taking books into the outdoor areas for children to enjoy while sitting on the grass.

In Reception, we begin to teach individual phonemes from 'Jolly phonics', starting with Group 1 phonemes (s, a, t, i, p, n). We then progress to group 2, (c, k, e, h, r, m, d), group 3, (g, o, u, l, f, b), group 4, (ai, j, oa, ie, ee, or), group 5, (z, w, ng, v, oo, oo), group 6, (y, x, ch, sh, th, th) and group 7 (qu, ou, oi, ue, er, ar). 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 at least three times a week with an adult.

Reading in Key Stage One

In year 1, the emphasis on phonics continues as it did in Reception using the 'Jolly Phonics Programme'; this is then built upon and consolidated throughout the rest of the school using the 'Pathways to Spell Programme'. 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.

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 at least three times a week, though many children exceed this.

In Reception and Key Stage One, all children are given a decodable reading book from the 'Jolly Phonics series', which is specifically matched to the phonics level they are working at. We also use the 'Jolly Phonics' reading scheme to support the teaching of phonics. 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 of huge importance 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 learned all sounds in groups 1 to 7 of 'Jolly phonics', they are then moved on to 'Accelerated Reader' books.

Reading in Key Stage Two

From Years Two to Six, children take part in daily '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 year 2 and 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. Once the children become 'free readers' they can begin to choose their own reading books, either from the class library or a book from home. Again, this is carefully monitored by staff and parents, to ensure appropriate challenge and progression of reading.

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 further challenge can be provided for 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 planning key. 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. Through the use of **'What Do I Know Now?'** and **'What Do I Want To Know?'** teaching takes account of children's own interests to ensure topic relevance to all individual learners.

Assessment

At Little Sutton Church of England Primary School, the children in EYFS and Key Stage 1 are assessed in their phonic knowledge and reading fluency using the 'Jolly Phonics Reading Programme' each term. Books are then closely matched to individual children's phonic knowledge / stage.

Children at end of Key Stage 1 and throughout key stage 2 are assessed using the 'Accelerated Reader' programme. Following an initial reading assessment establishing the 'zone of proximal development', appropriately levelled reading books are selected for each child. Following completion of each book, every child takes an online quiz in order to establish level of progress and next steps forward. Three times a year, reading progress quizzes are taken in order to check each child's precise reading age and level.

British Values and Christian Distinctiveness

Christian values such as forgiveness, perseverance, truthfulness, kindness, service and

friendship underpin and enhance everything we ALL do within the community and fellowship of our school. These are evident in the way children and adults behave within English sessions and are implicit parts of the books and topics we have chosen to study.

Books studied as part of the school 'Pathways to Write' and 'Pathways 2 Read' programmes also reflect British Values such as:

- the rule of law
- democracy
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs.

Close links are made with the SMSC curriculum.

The Curriculum Leader for Reading is:

Miss Diana Boycott