

# Whinmoor St Paul's C of E

## Primary School



## Reading Guidance Document



***Reading is probably the most important skill a child will learn. It opens up a whole new world of learning and imagination.***

### **Introduction**

The teaching and learning of English are fundamental to ensure every pupil's success as a life-long learner, and citizen of the world. Reading, Writing, Speaking and Listening skills are explicitly taught at every phase of a pupils' education and it is paramount that children make a positive start at Whinmoor St Paul's.

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

Developing reading, writing, speaking and listening skills discreetly, and in English lessons, as well as embedding these within all curriculum subjects is vital. Whinmoor St Paul's recognises this and provides opportunities throughout our curriculum, incorporating key texts through which to teach reading and inspire writing outcomes. Thus, helping our children cultivate a love of English language and literature. Our reading spines ensures curriculum coverage, as well as genre coverage, and a love of learning – across the curriculum – through fiction and non-fiction.

Our aim is to ensure that, by the end of their primary education at Whinmoor St Paul's, all of our pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education as well as seeing themselves as a reader who enjoys reading for choice, pleasure, interest, challenge and enjoyment.

1	WSP ensures reading is central to the curriculum.
2	All adults are teachers of reading.
3	Reading is prioritised to ensure the very best start. A robust, systematic synthetic phonics programme is in place, alongside effective early language development and the central development of stories, songs and rhymes.
4	Pupils read a broad range of excellent literature.
5	We recognise that reading aloud is one of the most valuable activities an adult can do.
6	We prioritise a vocabulary rich culture.
7	We have a systematic approach to supporting comprehension development.

### **Our main aims for Reading are:**

#### **1. WSP ensures reading is central to the curriculum**

At Whinmoor St Paul's we regard the teaching of Reading at the centre of everything we do. Reading forms a pivotal part of our curriculum. Our aim is to offer the strongest SSP (Systematic and Synthetic phonics) teaching, which is taught consistently in EYFS and KS1 through Little Wandle Phonics Programme and ensures that pupils' make the strongest start, so that their confidence in reading and language comprehension can be built upon year after year. Pupils should always be ready for the next stage of their progressive reading journey, through explicit teaching and timely interventions.

### **Building vocabulary and understanding**

Learning to read is about listening and understanding as well as working out print. Through hearing and reading stories, children are exposed to a rich and wide vocabulary. This helps them build their own vocabulary and improve their understanding, which is vital as they are reading. It's important for them to understand how stories work as well. Even if a child doesn't understand every word, they'll hear new sounds, words and phrases which they can then try out, copying what they have heard.

### **Reading for Pleasure**

We expect pupils at Whinmoor St Paul's to develop a habit of reading widely and often, for both pleasure and information. Reading for pleasure is something that is a key focus at Whinmoor St Paul's and all classes have a dedicated Reading Area where children are given the opportunity to access a wide range of books in a comfortable space, with input from the pupils in each class. All year groups have a wide range of designated fiction, non-fiction, and poetry books that they can choose to read in independent reading time. A wealth of evidence is available for demonstrating how enjoyment of reading has a positive impact on attainment and wellbeing for pupils. With this knowledge, we prioritise Reading for Pleasure.

The Open University's Reading for Pleasure Pedagogies form the basis for developing in this area, which stipulates that a robust Reading for Pleasure Pedagogy encompasses four practices: reading aloud, informal booktalk and recommendations, and independent reading time within a highly social reading environment. It is recognised that it is not simply a case of employing these four practices. As found by the 'Teachers as Readers' research undertaken at the Open University, success is dependent upon teachers' knowledge of children's literature and of their readers. When responsively combined, these practices positively influence children's attitudes and attainment.

This RfP Pedagogy check-'LIST' enables teachers to underpin their planned practice and to:

- take responsibility for and plan to develop children's Reading for Pleasure alongside and as complementary to reading instruction
- effectively use their wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading
- let children control more of their own reading and exercise their rights as readers
- make time and space for children to explore texts in greater depth, share favourites and talk spontaneously about their reading
- build reciprocal and interactive communities of readers

Reading in the National Curriculum The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

Teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are used for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. 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.

## **2. All adults are teachers of reading We provide regular training for all staff at Whinmoor St Paul's.**

Our expectation is that everyone is constantly developed to provide the best reading teaching. We also ensure Reading is part of our CPD calendar termly. We expect every adult that is part of team to be a Reading Teacher and role model for reading.

## **3. Early Reading is prioritised for the best start. A robust, systematic synthetic phonics programme is in place. Stories, rhymes, songs and poems are prioritised.**

### **Little Wandle, Decoding and Phonics**

Good phonics skills are essential to being a good reader. At Whinmoor St Paul's we want our pupils to have a love of reading that remains with them all of their life. The teaching of early reading begins with phonics and is the key to forming that love of reading. Phonics is taught using Little Wandle scheme and consists of short daily whole class sessions with a specific order of teaching phonemes and tricky words, as well as lots of repeated practice. Phonics is taught from Early Years to KS1. Nursery begin their phonic journey with lots of oral blending and initial sounds, (although this does not include letters). Reception builds on this learning and move onto Phase 2 and continue teaching through to Phase 4.

Little Wandle is followed until Year 2 and is taught progressively and with fidelity. In KS1 pupils are introduced to 'Grow the Code' and review their learning from Reception, before moving onto Phase 5. Pupils who are not keeping up with their peers undertake daily rapid catch up intervention support and where pupils have not yet mastered the English alphabetic code in Key Stage 2 they access the Little Wandle Rapid Catch-Up intervention.

### **Our Reading Schemes**

Early Years and Year 1 follow the Little Wandle reading scheme, which is linked to their Phonic programme. This consists of books to develop their blending skills as well as a range of textless books. Once pupils have completed the Little Wandle programme in Year 2 they transition onto the Oxford University Press Oxford Reading Tree scheme. This then continues throughout school to Year 6. The books we use include phonetically decodable books as well as those which develop sight vocabulary. The scheme includes traditional tales from around the world, a range of classic novels and non-fiction books. There are also books to support reluctant readers and those who need a lower level of challenge but have more mature content. KS2 pupils have access to 7+ books from the Little Wandle Rapid Catch up intervention.

The reading diet of our children is not limited to the reading scheme. It is also supported by a range of non-fiction materials from the Leeds Schools Library service, weekly visits to our school library and regular visits to borrow books from the Whinmoor Public Library.

### **Class Novels**

All our classes are exposed to high quality class novels. These texts are read, enjoyed, studied and used as a stimulus for writing by our classes. These novels include modern picture books such as 'The Gruffalo' classics like 'The Twits', challenging texts including 'The Monster Calls' but also nonfiction texts linked to the wider curriculum. Each class focuses on their Class Novel during their Love of Reading sessions. These sessions are an opportunity for all pupils to learn reading skills in a creative way e.g. drama, hot-seating, art and outdoor learning.

As well as developing reading skills and exposing the children to a varied range of quality books they are used as a stimulus for writing, discussion, vocabulary development and topic work.

### **Individual reading**

In addition to Little Wandle, children regularly read with adults individually to develop their decoding and fluency skills.

Once children have completed the Little Wandle programme, they continue to change their books regularly. In KS1 & KS2 children will read with their class teacher and complete a 60 second read text each term, with this logged in their reading record and teacher folder to track how they are progressing. Year 5 and Year 6 children will also complete the NFER assessment to help build pupils' familiarity with more formal assessments. All pupils who are behind age related expectations - particularly the lowest 20% - should read more regularly than this with adults as defined in the school's intervention planning.

### **Home readers**

Home reading is encouraged as part of a wider partnership with families and carers. In the early years and for those children still on the reading scheme, children are sent home with decodable reading books matched closely to the phonics scheme. Book bag books for children on Little Wandle should include: a reading record book to record reading when listened to and a copy of the story book that they have read 3 times in Little Wandle lessons. We encourage parents to read with their children on a daily basis and record this in their Reading Record book.

Children who are at the beginning of Little Wandle will take home a non-word book for shared reading at home for parent/carer to read with their child to build their reading skills. It is really important for consistency that no other reading scheme book be included in book bags to take home.

## **4. Children read a broad range of literature**

### **English lessons: Teach Through a core text**

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Literature therefore plays a vital role throughout our English curriculum and English lessons are taught using high quality children's literature as

a springboard for writing.

When a learner approaches a reading or writing task, they must draw on multiple skills simultaneously, having a knowledge of how to adapt them for purpose and effect. Thus, English lessons utilise inspirational texts to support writing sessions, where pupils become immersed in, and take ownership of, a text and where multiple authentic writing opportunities are woven throughout the exploration of each book.

Grammar, sentence level and vocabulary development is taught, developed and applied in the context of this high-quality literature throughout each unit. This enables pupils to build upon and return to skills to convert inflexible knowledge into more flexible knowledge by applying them repeatedly in different contexts accordingly, thus enabling progress over time. This places the book at the heart of English lessons, and the text remains the constant context throughout each unit of work. The whole book (from beginning to end) informs the audience and purpose of each piece of writing.

### **Reading Curriculum: Text Exposure**

Pupil exposure to a range of high-quality texts is prioritised. In English lessons, we explore one book in depth each half term. Where previous gaps in pupils' knowledge require a class or school to spend longer on a book, the expectation is that at least 3 books are covered termly, or that additional quality pieces of writing have been completed to a high standard during a proportion of English lessons linking to wider curriculum content.

#### **5. We recognise that reading aloud is one of the most valuable activities an adult can do.**

Alongside this the use of high-quality texts in English lessons, every pupil is read to daily by adults in schools for at least 15-20 minutes. In Early Years and Key Stage 1, children are exposed to a range of quality stories, rhymes and poems throughout the day and with ample opportunities for revisiting familiar stories to learn by heart and a 'Top Ten' approach is encouraged.

In Key Stage 2, pupils undertake at least daily 30 minutes of Whole Class Reading Lessons. There is opportunity within this daily session to explore class novels, as well as fiction and non-fiction extracts and poetry. They reflect the following priorities:

1. linking reading to the wider Curriculum, enabling pupils to recall and bring their prior knowledge to a text, thus considering the text at a deeper level and increasing comprehension of the subject matter in hand;
2. exploring literary quality which can then be compared and contrasted with other reading, whether this be through an author spotlight highlighting some of the key works by outstanding authors or whether this be a spotlight on a literary theme

### **Classroom Environments**

#### **Book Corners**

Book Corners and Central Library spaces within Whinmoor St Paul's are greatly valued. Book corners within classrooms are seen as mini-libraries: places where children can browse the best books, revisit the ones that the teacher has read to them, and borrow books to retell at home. The books themselves are the most important aspect, and well-chosen books capture children's imaginations. The selecting, displaying and promoting of the books in the book corner is prioritised. The focus is on what will make the biggest difference to children's reading habits, including:

- not displaying too many books at once; the more choice that is presented, the less children are likely to engage;
- refreshing the display;
- making the books attractive and easy for children to find;
- having books the children have listened to recently displayed at their eye level on outward-facing shelves;
- at the start of the school year, including around 20 of the children's favourites from the previous year. These can occupy lower shelves or boxes;
- storing books that have been previously read to the class in extra boxes for children to read and retell again, at school and at home. Children could be involved in returning books to the central library or other area, so that they can see that their book corner is being refreshed and replenished;



- removing books that are dull and dog-eared, unless it is particularly well loved;
- storing 'decodable' books matched to the school's phonic programme separately so that teachers can select from them, both for children's reading in class and to take home.
- Once children have completed the Little Wandle programme successfully, children select ability-appropriate books that are engaging and will aid in honing reading skills as well as giving a breadth of genres.

## **6. We prioritise a vocabulary rich culture**

Research shows that the size of a child's vocabulary is a strong predictor of reading success. We aim to provide lessons where we explicitly teach vocabulary, raise children's interest and motivation to develop their own vocabulary and celebrate exploring and using ambitious word choice. We want to support all our children to use a wide vocabulary, whilst recognising that children join our school at very different starting points.

We use a number of practical strategies to help children to develop their vocabulary

- Class reading: vocabulary can be discussed in the context of the book being read. Children are encouraged to apply this learning in their class discussions and written work. Vocabulary is identified and explicitly taught every week
- We heighten vocabulary development through our Whole Class Reading and Love of Reading sessions, as well as, word of the month. It is our aim to ensure all our children are excited by new words and motivated to strive to use these new words in their conversations and work
- Class environment: working walls display specific vocabulary that children can refer to. They are kept up-to-date and accessible. We aim to develop a rich language environment.
- We create excitement about discovering new words (it is okay not to know what a word means).
- Children are encouraged to use new vocabulary accurately within full sentences in their speech as well as their written work. Ambitious or new vocabulary used by the children is celebrated by the teachers through verbal and written feedback.

Three tiers of vocabulary are identified and teachers explicitly plan how to use and explore words from each tier.

Tier 1 words – basic words used in the child's everyday setting (e.g. go, play).

Tier 2 words – complex words (e.g. compare, neutral).

Tier 3 words – highly specialised, subject-specific words (e.g. isosceles).

## **Oracy**

Spoken language is central to learning at Whinmoor St Paul's. In the Early Years, we provide adult-child interactions that involve "sustained shared thinking" and open-ended questioning to extend children's thinking, thus 'developing talk' is a key area identified by the Department of Education in 'The Reading Framework: Teaching the foundations of literacy' (2021).

Oracy education, expressly teaching young people how to use spoken language effectively, requires more than simply providing opportunities for talk in the classroom. It means teachers taking an active role in developing children's spoken language skills, just as they do for students' skills in reading and writing. We explicitly plan for our children to have rich oracy development through everything we do.

## **7. We have a systematic approach to supporting comprehension development**

### **Whole Class Reading Lessons**

All classes from Nursery to Year 6 have daily Whole Class Reading sessions. The Reading lesson at Whinmoor St Paul's will develop effective fluency, comprehension strategies and understanding over time through the purposeful, explicit use of VIPERS (vocabulary, inference, prediction, explanation, retrieval, sequence or summarise) with high quality teaching – teaching specific comprehension skills explicitly at an age-appropriate level. We understand that good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Therefore, new language from listening to, reading and discussing a range of texts is taught, practised and review consistently to develop children's word bank.

Reading is assessed each term by teaching staff using PIRA, NFER and 60 Second Read tests. These assessments further help the teacher is assessing the next steps of learning for each child. In addition to

this, reading is constantly being assessed against the year group expectations using the Pupil Progress Trackers.

### **Strategies to support children with SEN**

At Whinmoor St Paul's, in English writing, we use a number of evidence-based strategies to support children with SEN. Strategies include:

#### **Scaffolding**

- Support for SEN children with learning vocabulary; this may include flash cards and additional phonics sounds sessions.
- Games/songs to support vocabulary and phonics learning.
- Support in reading sentences e.g., by chunking into smaller sections for longer texts.

All scaffolding follows a 'I do, you do, we do' approach.

#### **Explicit Instruction**

- Pupils may be supported in their thought process, encouraged to read out loud for fluency and prosody.
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning, they may be given additional time to read.
- Visual aids and concrete examples to support understanding of new vocabulary.

#### **Cognitive and Metacognitive Strategies**

- Texts may be 'chunked' into smaller steps.
- Vocabulary prompts may be used.

#### **Flexible Grouping/Fading**

- Temporary groups may be established to support reading of a particular text type or book.
- Pre-teaching and support with new vocabulary is vital to support the Lowest 20% with accessing new texts with particularly tricky language.

#### **Use of technology**

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording.

### **Assessment of Reading**

Assessment is not just used to track children's learning but also provides teachers with up-to-date and accurate information about the specifics of what children do and do not know. This information allows teachers to adapt their teaching so it builds on children's existing knowledge, addresses their weaknesses, and focuses on the next steps that they need in order to make progress.

At Whinmoor St Paul's assessment in Reading is continuous and takes place whenever reading is taking place in a lesson. From the beginning of each lesson, teachers and teaching assistants will be assessing what their children are, or are not understanding and use this to scaffold each segment of the lesson.

Formal assessment takes place at the end of each half term which adds evidence to the ongoing assessment judgements made during a half term. Formal NFER and 60 Minute Read testing includes the completion of comprehension and fluency assessment materials which enable standardized scores to be calculated to track a child's progress throughout their school journey. These formal assessments also prepare the children for formal assessments at the end of the Key Stages.

### **Inspiring Reading**

Throughout the year at Whinmoor St Paul's we aim to inspire our children to pick up and try new books and become engaged in the imaginary worlds the texts create. During the school year all our classes visit Whinmoor Public library and take part in reading/library related fun tasks and exchange and borrow books. Book fairs and book swaps during the year also give our children access to a wider range of reading materials along with daily access to our class reading corners. Children also have weekly school library sessions, where they have the opportunity to select library books to take away and read, as well as, engage in reading sessions with their class. Each class in KS1 and KS2 have the opportunity to take part in weekly Book Clubs led by our Library team. Each term families are invited to 'Come Along and Read' sessions with their child's class. This provides an opportunity for families and pupils to explore reading skills together

in a structured reading session led by the class teacher.

Each half term teachers aim to create a sense of awe and wonder for their pupils by introducing their class novels using a 'hook session'. These sessions help to frame thinking and introduce new concepts in creative and imaginative ways that will stay with our children long after the session has finished. These sessions also help to build connections between new and existing knowledge and leave our children eager to explore the novels further.

The whole school take part in the Leeds Book Awards. The children read a range of shortlisted new books and publish their reviews online for the community to read. They are then able to vote for their favourite books and contribute to choosing a winner. A group of KS2 children are invited to the awards ceremony and get to meet the authors in person.

Our children get the chance to meet inspirational authors and find out about their passion for reading. Previously Maria Farrar, author of 'Me and Mister P' visited the school in person but we also take part in webinars with authors.

World book day is always good fun. Children and staff dress up as book characters from their favourite books. We are always very impressed by the costumes but also the range of characters that inspire our children. Fashion shows, paired reading and book related activities during the day really inspire our children and develop their love of reading.

### **Impact**

All children should be confident with their word reading and comprehension (both listening and reading) relevant to their attainment level. By the time they leave WSP's pupils should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education as well seeing themselves as a reader who enjoys reading for choice, pleasure, interest, information, challenge and enjoyment across a variety of topics and themes.

**“What ever pupils’ socio-economic background, making sure they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances”**  
**Reading Framework 2023**



