

The Sherwood School

Reading Policy



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“Reading is to the mind what exercise is to the body,” – Joseph Addison

Intent

At The Sherwood School, our aim is to provide all pupils with an engaging, motivating and inclusive reading curriculum that enables them to become enthusiastic, fluent readers, who can discuss, explore and communicate what they have read. We have developed our curriculum to include a range of exciting and cross-curricular texts that we hope will inspire and motivate the children to enjoy reading. Through use of engaging, relevant texts and a variety of genres in guided reading, our aim is for our pupils to make excellent progress in reading, while developing a lifelong love of reading. Children are taught to segment and blend to read words from the Early Years as part as daily phonics lessons, as well as developing other reading strategies through English and guided reading sessions. The aim of this policy is to ensure that reading at The Sherwood School is of a high standard and that it is differentiated for all children by carefully matching objectives to groups to ensure they all make progress within reading.

Our curriculum is underpinned by UNICEF’s Convention on the Rights of the Child, which are encapsulated by these four General Principles’:

1. Article 2 (non-discrimination):

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

2. Article 3 (best interests of the child):

The best interests of the child must be a top priority in all decisions and actions that affect children.

3. Article 6 (life, survival and development):

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

4. Article 12 (respect for the views of the child):

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.

At The Sherwood, we intend:

- for every child to have the right to freely express her or his views, in all matters affecting her or him, and the subsequent **right** for those views to be given due weight, according to the child's age and maturity (Article 12).

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.

English Priorities 2021-22

At The Sherwood, we strive to provide pupils with an engaging and exciting curriculum which enables all pupils to achieve the best outcomes possible. To develop our curriculum for the year 2021-22, our key priorities are:

- 1. To ensure that the English curriculum is adapted to address gaps due to lockdowns in previous 2 years.**
- 2. To improve standards in reading using guided reading and Reading Fluency intervention:**
 - Planning and delivery of Guided Reading across the school;
 - Access to and use of the library using Accelerated Reader to encourage Reading for Pleasure and links with home;
 - Implement Reading Fluency Project in KS1 and KS2.
 - To widen range of decodable phonics books using Collins Big Cat scheme (using Little Wandle Letters and Sounds).
- 3. To improve standards in writing.**
- 4. To introduce and embed Little Wandle Letters and Sounds across the school.**

SEND

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full.

As a UNICEF Rights Respecting School, our staff and Governors are committed to providing equal and high quality learning opportunities for all children regardless of their age, ability, aptitude and special educational needs and/or disabilities (SEN/D). We make reasonable adjustments to our teaching and differentiate lessons to ensure every pupil, including pupils with SEND, can make good progress when learning.

Guided reading lessons are planned to be inclusive and meet the needs and interests of all learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress. All teachers are teachers of children with special education needs and disabilities. Teaching children with SEND is considered a whole school responsibility. For further information regarding our approach to teaching and learning for pupils with SEN/D refer to the SEN/D and Inclusion policy on our school website.

Implementation

What do we teach? What does it look like?

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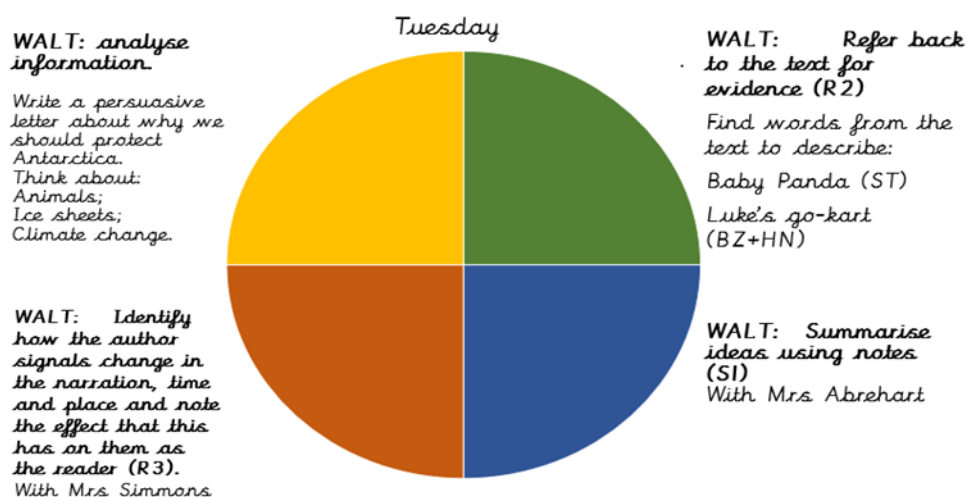
Year 3 pupil

Early Reading

At The Sherwood, our aim is to ensure that every child develops a love of reading and our curriculum aims to equip children with the skills they require from the beginning of their school life. Our curriculum is planned to encompass a range of texts which provide children with opportunities to apply their reading skills, as well as time to develop their spoken and receptive language skills. The teaching of phonics is central to enabling children to become readers. At The Sherwood, we plan, deliver and assess phonics learning using the Little Wandle Letters and Sounds scheme. This enables children to learn the skills of phonic awareness, segmenting and blending required to develop fluency in reading. However, to become confident, passionate readers, English and guided reading lessons also support children to develop their prosody, broaden their vocabulary and develop a range of comprehension skills which support them in their journey as readers.

What is Guided Reading?

A classroom activity in which children learn and develop the skills of reading and comprehension. Guided reading sessions are carefully planned to ensure that pupils are provided with opportunities to develop their decoding, comprehension, inference and thinking skills, as well as reading fluency and expression. Children will work in groups according to ability and will have a carousel of activities over the course of a week, two of which are with an adult and three which are independent or within a small group.



An example of a Guided Reading carousel in Key Stage 2.

How is Guided Reading taught at The Sherwood?

Guided Reading is taught daily in Key Stage 1 and 2, between 9am and 9.30am. A range of text styles and genres will be used within sessions to ensure that children have the opportunity to read and understand a variety of text types, tailored to their reading ability. Over the course of a week children will complete a:

- Pre-read session with a teaching assistant, to explore new vocabulary, make predictions and discuss a new text/chapter;
- Teacher-led session in which comprehension skills are developed, as well as reading fluency and opportunities to decode new vocabulary;
- Follow-up activity to complete independently which is linked to the week's text. This provides children with thinking time to explore author techniques, themes and plots within texts as well as the vocabulary used and the impact on the reader.;
- Reading for Pleasure session;
- Writing-related reading activity.

Guided Reading	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Pre-Read	<i>Frogs</i>	<i>Butterflies</i>	<i>Parrots</i>	<i>Tigers</i>	<i>Lions</i>
Reading with Teacher	<i>Lions</i>	<i>Frogs</i>	<i>Butterflies</i>	<i>Parrots</i>	<i>Tigers</i>
Follow Up	<i>Tigers</i>	<i>Lions</i>	<i>Frogs</i>	<i>Butterflies</i>	<i>Parrots</i>
Comprehension	<i>Parrots</i>	<i>Tigers</i>	<i>Lions</i>	<i>Frogs</i>	<i>Butterflies</i>
Reading for Pleasure	<i>Butterflies</i>	<i>Parrots</i>	<i>Tigers</i>	<i>Lions</i>	<i>Frogs</i>

A Key Stage 1 Guided Reading timetable.

How is Guided Reading planned for and recorded?

- Guided reading will be planned for, based upon objectives (WALTs), using the agreed school format (see below);
- Children will record learning in individual reading journals;
- Activities will be a mix of adult led, independent tasks and reading for pleasure;
- Teachers will use a daily visual timetable (carousel) to inform children of the activities for each group.
- In EYFS and Key Stage 1, self-choosing (banded) books will feature on the timetable and will be taken home for shared reading, which will be differentiated for the individual to help secure segmenting and blending. These are fully decodable at their level.

How can parents/carers support with their child's reading?

Children will bring home a reading book each week. In EYFS and Key Stage 1, these books will be colour coded depending on the child's reading level. These books include the graphemes children have been learning in school as part of the [Little Wandle Letters and Sounds](#) scheme and enable children to practise the skills of segmenting and blending to develop fluency and reading confidence.

In Key Stage 2, the **Accelerated Reader programme** is used to help teachers manage and monitor children's independent reading practice. Children complete a STAR reader assessment which produces a reading level called the 'Zone of Proximal Development'.

The result of this assessment provides children, and staff, with the child's reading level. Children choose a library book at their level, rather than being assigned a specific text. This encourages children to read for pleasure as they take ownership of their choice but the book is also at their reading level so provides a suitable level of challenge. Children can take a quiz after reading to test their comprehension of the text.

A dialogue with home is encouraged as teachers' record comments about a reading session in children's Home Learning record. Parents are encouraged to record when they have read at home in their child's Home Learning record.

How else is reading promoted across the school?

A love of reading is fostered in many ways across the school, including Book Week, Storytelling Week, Poetry week, library trips and author visits so that children are immersed in literature. Each class has a shared class book, which is read during the week, often linked to the year group's theme, to encourage reading for pleasure. One day a week, whole class reading time is dedicated to ERIC (Everyone Reading in Class). Book corners provide children with opportunities to select books from a range of genres and text types to allow them to explore and enjoy a variety of texts. In the Early Years, book corners are changed half-terminally to link to current topics to enable children to become immersed in literature and to deepen their interest and knowledge of the topic.



A Reception book corner around a 'Heroes' theme and a book corner display in Year 3.

Classes are able to visit the school library and borrow books in addition to guided reading books sent home (in EYFS and Key Stage 1). In the early stages of reading, children also take home stories and non-fiction that they cannot yet read for themselves but which adults can share with them. The library is open at lunchtimes to encourage children to select books and share stories together.



Library books are arranged using Accelerated Reader levels. This allows children to select a book at their level, before using the comprehension test to check their understanding.



Children are encouraged to read a variety of genres and inclusive texts including poetry, non-fiction and stories from other cultures.

Impact

The impact of reading, as part of English, guided reading and phonics learning will ensure that children:

- are enthusiastic and motivated readers who are confident and will enjoy and understand a wide variety of genres and text types;
- are skilled at comprehension and are able to explain their knowledge and understanding of a book or text;
- are fluent, expressive readers who use a range of strategies to explore vocabulary;
- Make good or better progress in reading by the end of each Key Stage.

How is progress in reading assessed and monitored?

At The Sherwood, children's progress and attainment in reading is assessed through:

- On-going formative teacher assessment of reading, using the written work in reading journals and children's contributions (pupil voice) in lessons, which are recorded on labels in the back of books (see below);
- Use of pink and green pen to provide opportunities for children to respond to marking to build on learning and to identify next steps and gaps in learning.
- Use of the Merton Assessment System to sequence learning and to track progress, next steps and attainment for each learner (see below). This is recorded at the back of reading journals at the end of each session, in order to track children's progress and to monitor coverage of reading objectives.
- For children with SEND, objectives from a previous year group may be used to ensure that the child has achieved the set objectives and that the curriculum is differentiated to ensure the child's needs are supported.
- Learning walks and book scrutinies to ensure we are adapting our teaching and planning to meet the needs of our children, as well as ensuring teacher judgments of reading are consistent.
- Summative assessment takes place through the PiRA assessments for reading. These inform teacher assessments which are recorded on SIMs each term. This is reported to parents and carers in termly consultation evenings and in end of year reports.
- Further training and support for staff, led by the English Subject Leaders.

The school will review this policy annually and assess its implementation and effectiveness.



Phonics at The Sherwood



Intent

At The Sherwood School, we believe that all our children can become fluent readers and writers. This is why we teach 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.

As a result, children are taught a range of strategies to help them decode new or unfamiliar words. At The Sherwood School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson 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.

Grapheme chart													Phase 2 and 3									
s	t	p	n	m	d	g	c	r	h	b	f	l	j	v								
ss	tt	pp	nn	mm	dd	gg	ck	rr		bb	ff	ll										
							cc															
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Implementation

How do we teach phonics at The Sherwood?

Foundations for phonics in Nursery

- 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'. These include:
 - 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.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception 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.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. 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 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.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Impact

How do we assess phonics at The Sherwood?



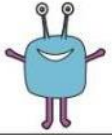

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- [Assessment for learning](#) is used:
 - daily within class to identify children needing keep-up support
 - weekly in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- [Summative assessment](#) is used:
 - every six weeks 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 scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The [Little Wandle Letters and Sounds Revised placement assessment](#) is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Preparation for the check takes place during daily phonics carpet times and guided reading. Furthermore, we encourage children to help their children at home by reading and recapping phonic graphemes.

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Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through:
 - their teacher's ongoing formative assessment
 - the *Little Wandle Letters and Sounds* placement assessment
 - the appropriate half-termly assessments.

Statutory Assessment of English: Results

Year 1 Phonics Test					
2015	2016	2017	2018	2019	Provisional National 2018
85%	81%	90%	81%	85%	83%
Year 2 Phonics Re-take					
2015	2016	2017	2018	2019	-
89%	100%	78% (7/9)	75% (3/4)	64% (7/11)	-

Key Stage 1 Teacher Assessments: Expected Standard						
Subject	2016 EXS+	2017 EXS+	2018 EXS+	2019 EXS+	Provisional Merton EXS 2019	Provisional National EXS 2019
Reading	60%	75%	76%	76%	79.2%	76%
Writing	38%	64%	69%	70%	70.9%	70%

Key Stage 2: National Curriculum Assessments ARE Results						
Subject	AS 2016	AS 2017	AS 2018	AS 2019	AS Provisional Merton 2019	AS Provisional National 2019
Reading	63%	62%	69%	73%	78%	73%
Writing TA	33%	60%	79%	84%	79%	TBC

