



Sandal Primary School & Nursery

# Reading at Sandal

2023-2024

"Books and doors are the same thing. You open them and you go through to another world."

*Jeanette Winterson*

# INTENT

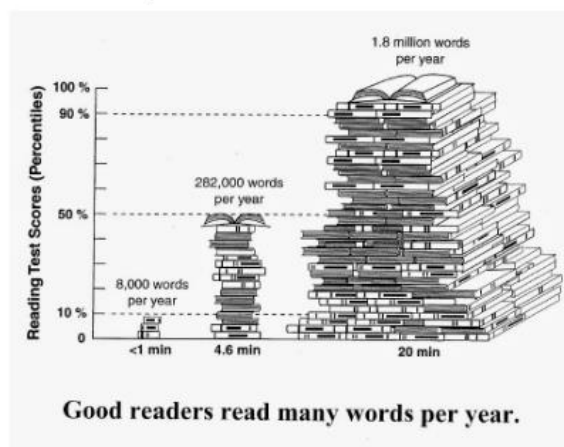
## The Importance of Reading

### What the experts say:

- 'Phonics is the ladder the reader climbs, only to kick it away once it has been surmounted... Phonics requires the reader to process every letter'. Nicholas Bielby
- 'Reading is the one ability that, once set in motion, has the ability to feed itself. Readers read. Readers comprehend.' Michael Morpurgo
- 'A small amount of reading each day makes an incredible difference!' Nagy and Herman, 1987.
- 'It is not enough to simply teach pupils to read; we have to give them something worth reading. Something that will stretch their imaginations. Something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.' Katherine Paterson

### Home Reading

Wow those minutes sure add up! Students who do their 15-20 minutes of home reading each day, read over a **million** more words each year than students who do not.



Research shows that a child who reads every day does better at every stage of their education. We see this in school, where the children who read the most, make the most progress.

## What is reading at Sandal?

Reading lies at the heart of the curriculum at Sandal Primary and we strive to instil a love of reading in all our pupils. It allows all our pupils to access all areas of learning and supports them in achieving their full educational potential. We are dedicated to enabling our pupils to become lifelong readers through reading and studying high quality texts (fiction, non-fiction and poetry) and through the delivery of a creative and highly engaging English Curriculum. We believe reading is key for academic success. As a school, we are determined that every pupil will learn to read regardless of their background, needs or abilities. Matched closely to the National Curriculum, our Reading Curriculum enables all our children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- develop an appreciation and love for reading
- develop word meaning and author intent
- explore literature and have access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourite and for them to be able to express preferences and opinions about the texts they have read
- understand more about the world in which they live through the knowledge they have gained from texts
- develop their creativity, imagination and a thirst for knowledge
- be inspired becoming effective and lifelong learners
- develop culturally, emotionally, intellectually, socially and spiritually

Here at Sandal Primary School, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge. We recognise the responsibility to send children to secondary school having mastered at least the basic elements of reading as competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read. Meek (1983) believes that, 'Readers are made when they discover the activity is worth it.'

We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

# IMPLEMENTATION

## Overview

At Sandal Primary School, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide pupils with a range of strategies in order to do this.

- Daily teaching of phonics
- Reading practice sessions
- Whole class reading sessions (VIPERS)
- Independent reading opportunities
- Daily reading to an adult (where appropriate)
- Weekly library time
- Daily story time
- Cross curricular reading

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily phonics teaching						
Reading Practice Sessions 3 times a week						
		Whole class reading sessions  4 times a week				
Literature Spine of texts which drives the English Curriculum						
Individual reading books to take home						
Library Visits (weekly)						

To support the teaching of phonics across school, all teachers and support staff are fully trained in the Little Wandle Revised Letters and Sounds phonics programme. When new members of staff start throughout the year, time will be scheduled for them to complete the training.

# Reading in EYFS and Year 1

At Sandal Primary School, phonics is taught through the Little Wandle Revised Letters and Sounds Programme. Phonics is mapped out on a progression document, which highlights the sounds that should be taught within each year group, each half term.

## Phonics in Reception and Year 1

Our phonics programme is used to ensure that there is consistency in the way that pupils learn phonics starting from Nursery to the end of Autumn 1 in Year 2. The pupils are taught new phonemes in a particular order which is identified in the Little Wandle progression document. Planning is set out each half term and every lesson is taught using the four-part lesson format: revise, teach, practise and apply. Whole-class teaching takes place daily.

All phonics lessons follow the programme allowing fidelity and consistency across EYFS and KS1, where it is primarily taught. Lessons are kept fast-paced and usually last no more than 20 minutes: this is to ensure that all pupils are fully engaged, enjoying their phonics learning and interacting with it as much as possible.

Formative assessment takes place during all phonics lessons, quickly identifying who has not grasped the new learning, which then informs the daily 'keep up sessions'. This is where the pupils receive extra practise at some point the same day, to ensure that they have an opportunity to close the gaps quickly in their phonetic learning.

Phonics does not stand alone at Sandal Primary. We integrate this into many areas of the curriculum, referring back to phonemes and strategies wherever possible. Pupils who are making slow progress are identified quickly and intervention is immediately put into place, alongside the daily phonics teaching. The interventions are strategically planned by Little Wandle and are set in phases so that children can be grouped according to their gaps in learning. Where children are placed on a phonics intervention, they are assessed every 3 weeks to see if the intervention is enabling the children to close the gaps in their phonic knowledge. If a child has shown further progression, they can be removed from the intervention.

Phase 1 phonics occurs in nursery, which focuses on listening to sounds all around us including instrumental, animal and voice sounds. During the summer term, they then start to introduce some of the early phonemes for those children that are already orally blending and segmenting. In addition to this, Nursery are following the new Foundations programme from Little Wandle. This involves 3 aspects:



- Foundations for Phonics- Rhyme time and Tuning into Sounds
- Foundations for Language
- Foundations for the Love of Reading

**It is a comprehensive pre-phonics programme designed to help you build strong foundations for reading in Nursery.** This then puts them in an ideal position to starting the phonics programme from phase 2 in Reception.

Phase 2 phonics teaching starts in week 3 of the Autumn term. This allows the children to settle into a new environment and routine before formal teaching begins. During the teaching of phase 2, we continue oral blending and segmenting whilst moving on to blending and segmenting with written words. Phase 2 introduces all the single letter graphemes and then starts to introduce digraphs. It also looks at some simple word endings such as 's'.

In the spring term, we then move on to teaching phase 3, which introduces more new digraphs and trigraphs. It looks at longer words and more word endings such as 'ing'. By the end of phase 3, the pupils will know one way of writing down each of the 44 phonemes. Once the pupils are secure in applying phase 3 graphemes and phonemes, we begin teaching phase 4 in the summer term. This continues to consolidate phase 3 graphemes and teaches the pupils how to read and spell words with longer word structures e.g. CCVC, CVCC & CCCVC. It also looks at more word endings such as 'ed'.

In year 1, pupils continue their phonics learning in the autumn term, usually recapping phases 3 and 4. Phase 5 phonics is then taught throughout Year 1 where children will learn the alternative graphemes for the phonemes e.g. ai / ay. By the end of year 1, children will have been taught all the alternative ways of writing the graphemes demonstrated on the 'Grow the Code' mat.

Every half term, within reception and year 1, the Little Wandle Phonics Assessment is completed in order to monitor each child's progress within phonics. The information is then entered onto the Little Wandle data analysis website, which allows teachers to clearly see who is achieving the expected standard and who is not. For those pupils who are not, it highlights the interventions they need to be on, in order to close the gaps in their phonetic learning.

### Tricky Words

Tricky words are also taught throughout phases 2, 3 and 4 in a specific order, which is highlighted on the progression document and on the weekly planning documents. These are then practised in provision and applied in different contexts outside of the phonics lesson to ensure that the pupils have as much exposure to them as possible, in order to embed their learning. The 'tricky' part of the word is always explained to the children whenever a new tricky word is taught.



## Reading books

Individual and group reading books in Reception and KS1 are organised according to their grapheme and tricky word content. These books are fully decodable. Each book is placed into a phase and set which corresponds with the progression document. In each phase, books progress in sets by introducing new graphemes whilst also revisiting previously learnt ones. Pupils' reading books are chosen according to their phonic ability and are carefully matched throughout the delivery of the Little Wandle phonics programme. This is to ensure that all pupils can read the book by applying their phonic knowledge to decode and blend words. Each week the pupils will take home the same book as they will be reading in the reading practice sessions at school. This is so that they have many opportunities to re-read the text, embed the knowledge, which in turn encourages automatic recall of words. Pupils will also have additional reading books to take home to give them a breadth of reading experience. This will start in The Spring term in Reception and continue into year 2.

They will also have the opportunity to take home a 'shared book' from the library. The idea is that parents/ carers share this book with their child and foster the love of reading at home.

In all our new reading books, there is useful information for the reader and the listener, including comprehension questions that parents can ask when their child is reading at home. Graphemes that are covered in the book are there ready to be practised, as well as the tricky words and high-frequency words. Ideally, when pupils come across these words, they do not need to segment, they should be able to read on sight by automatic recall. It also informs pupils and whomever is listening to them, which words cannot be decoded because they are tricky words and they do not follow phonetic patterns.

We have a range of additional publishers to go alongside the Little Wandle reading books. This is to further develop pupils' fluency and comprehension skills, with a focus on tricky words and common exception words. Additional books are checked and placed into the correct box based on our phase progression, following the Little Wandle Letters and Sounds Revised phonics programme. We do not follow any levelling, banding or colour systems that the publishers may use.

Where children are very fluent readers, reading most or all words on sight and have a secure understanding of comprehension, they may be bench marked on the coloured book band reading scheme. This will allow staff to identify the colour book band they are confidently able to access and read. The children will then take home a book from this colour band in addition to a phonetic book at the current stage in their phonetic development. At Sandal, we feel that offering this opportunity to those children who need to be extended, enables them to continue developing their love of reading for pleasure. The colour banded books offer more of a variety in terms of their content and experiences. When children are bench marked, parents are informed so they know what books to expect their child to be taking home.

## Early Reading – Reading Practice Sessions

In order for pupils to apply their phonic knowledge in reception and Key Stage 1, they read in small groups, with an adult, three times a week. At Sandal Primary, we create an ethos whereby books are enjoyed and the pupils are enthusiastic about their learning. The children are grouped based upon their phonic knowledge which is linked to their most recent phonics assessment. The class teacher carefully selects the book from the appropriate phase and section as set out in the Little Wandle programme. Over the course of the week, the groups read their book three times, each time focussing on a different aspect of reading.

Before we open the book, we:

- Use flash cards or the inside front cover of the book, to read the graphemes that will be covered in the book,
- Look at the tricky words and remind the pupils what they say,
- Look at the specific vocabulary that will appear in the book and check the pupils understanding of it
- Make a connection with the book: have we read anything like this before? Has anyone been to a farm before? I wonder if we are going to enjoy this book? Why?

## Weekly group reading plan

<b>Read 1</b>	<b>Decoding the book/ Fluency</b> Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this to develop pupils' confidence with blending and segmenting to read words and sentences.
<b>Read 2</b>	<b>Prosody</b> This is another opportunity for the pupils to apply their phonic knowledge but at a slightly faster pace. Pupils should recognise some of the words the second time round and be able to recall them automatically which improves their fluency. Adults should model prosody before setting the children off on reading individually. (intonation, expression, pausing and phrasing). Pupils are encouraged to use prosody as they are reading, using the pictures to aid their understanding of the prosody used.



Read 3	<p><b>Comprehension</b></p> <p>The children practise reading the book fluently. The teacher will then focus on the comprehension of the book looking at a variety of different skills: identify and explain features of fiction and non-fiction, vocabulary, inference and prediction.</p>
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### Individual reading

As mentioned above, the pupils are individually assessed on their phonic knowledge and a book is assigned to them to read at home, which is the same as the book they will have in their reading practise group.

The reading books are changed weekly. Our aim is to ensure enough time is given for all pupils to revisit the aspects covered in their two reading sessions in school: decoding, fluency and comprehension. We want the pupil to read the book over and over again, allowing them to develop in confidence and therefore increasing the level of enjoyment. We then expect the pupils to have a good understanding of what they have read. Parents meetings through the year share how this can be done effectively at home. Pupils may also have additional reading books to take home to give them a breadth of reading experience.

When the pupils enter year 2, whole-class reading lessons increase to four times a week In Autumn 2, depending on the children's needs in the class. Alongside this, all pupils have their own individual reading book. This is matched closely with the pupil's phonic knowledge and is taken home every evening.

# Reading from Year 2 – Year 6

## Reading Vipers

We use the term 'VIPERS' in all classes through school. Pupils from Year 2 – Year 6 are explicitly taught each skill through a range of high-quality texts and genres. The consistent approach when using terminology helps ensure pupils have a strong understanding and teachers have a specific focus in reading lessons.

**V**ocabulary

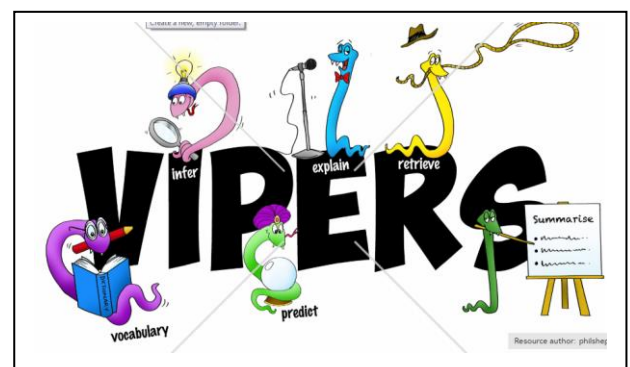
**I**nfer

**P**redict

**E**xplain (of authorial intent or impact on reader)

**R**etrieve

**S**equence / summarise



## Reading in Year 2

### Phonics / spelling

Systematic synthetic phonics continues to be taught using Little Wandle. The first part of Year 2 is spent revisiting phase 5 alternative spellings and creating “best guess” rules for pupils to use and apply. We then move on to phase 6 and learning prefixes and suffixes. Children are also taught to explore etymology and develop spelling patterns based on their understanding of the root of a word. Moving into the spring term, children move onto learning spelling patterns for the Year 2 words.

In addition to this systematic phonics, common exception words are also taught within each Year group. At Sandal, we have decided to combine these with the previous list of high frequency words to ensure our children have adequate knowledge in place to tackle most common tricky words that they encounter. It is an expectation that by the end of Year 2 they are able to read fluently all 100 previously listed in addition to the common exception words listed in the National Curriculum.

Within Year 2, focused group work is also completed to ensure all children pass the Year 1 phonics screening if they did not the previous year.

In KS2, phonics rapid catch-up continues to be in place for a small portion of pupils who have not passed the phonics screening test in Year 2.

### Whole Class Reading Sessions (VIPERS)

We have whole-class reading (VIPERS) sessions three times a week. Our sessions are based around a text that is initially unfamiliar to the pupils. The teaching focus each lesson is on one of the VIPERS framework strands. We use questioning and activities to develop one of these skills each lesson. The pupils take part in activities and answer comprehension/test style questions within the back of their English books.



### **Individual reading at home**

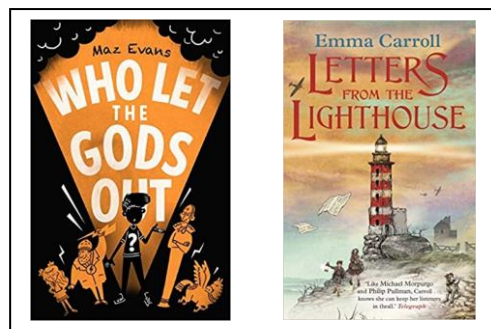
Pupils continue to progress through the school's reading scheme at their own pace and reading level. The pupils are exposed to a wide variety of fiction and non-fiction books, which broadens their knowledge, vocabulary and interest. There are opportunities to change their book twice a week. If a child needs further support to meet the age-related expectations, they will read to an adult in school on a regular basis.

## Reading in KS2

In KS2, pupils read a variety of quality texts in order to develop their reading skills. Sessions are designed to improve their comprehension skills, deepen their understanding of texts and enthuse them to write.

### Choice of text

The majority of texts are chosen to align with our topics. This enables the pupils to connect with what they are learning, and what they are reading, at a deeper level and strengthens their engagement with both. Other texts are also used to ensure that the pupils experience a variety of genres and that they are able to apply their skills to more unfamiliar subjects.



### Introducing a new text

- arousing curiosity and making predictions (immersion phase of the writing journey)

Pupils are hooked into a new text or story through showing only part of the title page, sharing key words from the blurb and solving anagrams of the book title. This arouses curiosity, provides opportunities to make predictions and engage any prior knowledge, looking in isolation at key words and paving the way for reading the book.



## Whole class reading (VIPERS), building vocabulary and developing fluency

Through whole class VIPERS sessions, pupils read extracts or chapters of a text together. New words are decoded using phonic knowledge and, through dialogic discussion, we are able to agree definitions of unfamiliar vocabulary. A rich vocabulary supports pupil's spoken language, reading and writing and therefore supports children across the curriculum.

Plot and key events are discussed, questioned and summarised as pupils work together and independently to deepen their understanding of the text. VIPERS sessions are based around the different questions types and are carefully designed to give the pupils the opportunity to develop their skills in ways which are interesting and challenging. This includes working individually, with partners, with small groups and as a whole class. These sessions can also link directly into the writing that the pupils produce.

The children explore a variety of text types during these sessions, which are often linked closely with the overarching topic within their class. Specific reading skills are then explicitly taught and practised. While reading skills are being taught explicitly, the reading content is relevant, inspiring and purposeful and becomes the driver for developing wider subject knowledge and enjoyment of reading.

		Week 1		Week 2		Week 3		Week 4		Week 5		Week 6
<b>Monday</b>	Fiction	Vocabulary	Non-fiction	Vocabulary	Poetry/songs/ picture books/ short film	Vocabulary	Fiction	Vocabulary	Non-fiction	Vocabulary	Poetry/songs/ picture books/ short film	Vocabulary
<b>Tuesday</b>		Inference		Retrieval and explanation		Inference		Retrieval and explanation		Inference		Retrieval and explanation
<b>Wednesday</b>		Inference		Retrieval and explanation		Inference		Retrieval and explanation		Inference		Retrieval and explanation
<b>Thursday</b>		Prediction		Summarising and sequencing		Prediction		Summarising and sequencing		Prediction		Summarising and sequencing

## Dialogic Talk as a tool for engaging with the text.

Talk and discussion play a central role in deepening understanding and comprehension. Pupils discuss questions which require them to draw on evidence from the text and justify their answers. They are free to disagree and work hard to justify their choices. Through this process, a cumulative effect deepens understanding and comprehension and prompts pupils to probe their understanding of the text.

## Utilising a range of activities to make comprehension and reading fun

Independent and group reading challenges provide pupils with different ways of developing their comprehension skills. The use of graphic organisers to make predictions, summarise the text, retrieve information and justify choices is one way that pupils engage with texts. Responding to 'True/False/Prove It' statements promotes retrieval skills and discussion.



Writing book reviews for publication prompts pupils to summarise what they have read and reflect upon their personal responses.

### **Using drama as a tool for deepening engagement and inspiring creativity**

Through a range of drama techniques, pupils are provided with opportunities to further their comprehension and understanding of texts and engage on a deeper level with the characters that they encounter. Texts provide a departure point which we then use to ignite the pupils' imaginations through drama and they give pupils opportunities to deal with broader themes. By exploring new ideas and concepts in this way, the pupils are able to improve their understanding of texts as well as their engagement with the writing that emerges from the drama.

### **Vocabulary across the curriculum**

A rich vocabulary supports pupils' spoken language, reading and writing. Pupils discuss new words and build a wider understanding of vocabulary through building word families and exploring the meaning and etymology of different words. This provides a wider context to learning and enables pupils to make connections to prior and future knowledge. Subject specific and technical vocabulary is introduced and phonic knowledge from EYFS and KS1 is applied to develop fluency and understanding.

### **Individual Reading Books**

All pupils in KS2 have their own individual reading book. Pupils select a book from a wide range of genres including picture books and graphic novels, non-fiction information books, biographies, poetry and novels. Pupils work their way through the reading scheme throughout KS2 until they become a free reader. Reading progress is monitored in class. Having high expectations is very important; all pupils are expected to read at home at least three times a week. In addition to this, pupils may also be reading their own book from home, the local library or the main school library.

# Assessment

## Reading Ages

As a school, we believe that children should leave with a reading age that is more advanced than their chronological age suggests. As a result, we have set a Reading Age expectation for children within each year group. These expectations are listed below:

- Year 1: 7 years
- Year 2: 8 years
- Year 3: 9 years
- Year 4: 10 years
- Year 5: 11 years
- Year 6: 12 years

Each child's Reading Age is tested through the use of the NGRT (New Group Reading Test) each academic year. Reading Ages are also used to allocate individual reading books and group reading books that are at an appropriate level and accessible for all members of each group. The Book band map, showing coloured banding relating to particular reading ages, is included at the end of this document.

## PM Benchmarking

PM Benchmarking is used across school to further support teachers in gathering evidence of reading progress. The expectations of how often this should be used are adapted to reflect the age and ability of the children within different year groups. These expectations are listed below.

- Reception:  
Benchmarking is completed, where necessary, at the end of the academic year for children who are already exceeding expectations to prepare transition information for Year 1. Where appropriate the progress of higher ability pupils is tracked using benchmarking sooner.
- Year 1 and 2:  
All children in these year groups are benchmarked once a term to help ascertain progress within their reading fluency and understanding. This is the expectation until the children reading the colour band Lime which denotes the end of KS1 expectation. Following this, children are benchmarked only twice a year as they would be in KS2.



- Year 3 and 4:  
Within lower KS2, children are benchmarked twice a year, once mid- year in the spring term and once at the end of the year. Benchmarking may be used more regularly (no more than once a half term) to monitor progress of key groups, in particular those children who are performing below ARE who have not reached the end of KS1 (White) expectation.
- Year 5 and 6:  
Within upper KS2, children working below ARE continue to be benchmarked twice a year, once mid- year and once at the end of the year. Where needed, these children are also be benchmarked more regularly (no more than once a half term) to further monitor the impact of interventions taking place. Any completed PM Benchmarking assessments are stored in class reading files.

### **How do we quickly identify and provide for children requiring support?**

In the Early Years and Year 1, through systematic teaching and the ongoing assessment of phonics, teachers identify children requiring additional support and provide additional small group or 1 to 1 intervention where needed to help boost progress and address specific gaps in pupils' learning.

The NGRT (New Group Reading Test) completed throughout Year groups 2-6 helps us to easily identify children who are performing below ARE when decoding. Again, small group or 1 to 1 reading is utilised to assist in securing progress for these learners.

Across school, PM Benchmarking is used as a baselining tool, identifying key areas of development for the identified children. Following any intervention, this benchmarking is then used to measure the degree of impact that intervention has had. Where children are identified as having an additional need for intervention, specific, measurable, achievable, realistic and time bound (SMART) targets are identified. Following Pupil Progress Meetings, these interventions are reviewed to ensure targets are always appropriate and relevant for children identified as requiring additional support.

Children within KS2, who cannot read at age-related expectations receives urgent, targeted support through the Little Wandle Rapid Catch Up so that they can access the curriculum and enjoy reading as soon as possible.



### **How do we provide effectively for more able children?**

For the most able readers within Key Stage 2, we have identified that a different approach is required to enable consistent progress. With the most able readers in Lower Key Stage 2, teachers utilise techniques typically employed historically by Upper Key Stage 2 teachers such as analysis of past exam questions to enable them to fully display their understanding when posed these questions. By securing this skill early in their school career, the most able readers in Upper Key Stage 2 are able to demonstrate greater autonomy with their reading selection and complete structured reading reflection activities, allowing them to draw parallels between texts they have read and comment on the social or historical background to these more challenging texts. As a school, we are committed to challenging these children through a variety of differentiation strategies including provision of open-ended tasks, increased pace through texts and comprehension, access to more challenging resources and advanced questioning and discussion.

### **How do we summatively assess reading?**

Evidence for reading is gathered through a multitude of activities such as:

- NGRT (New Group Reading Test)
- Independent answers during VIPERS sessions
- Termly PIXL reading assessments
- QLA of assessment papers
- Individual reading to an adult
- Understanding shown through the English journey

This evidence is then collated and then used to make judgements against national curriculum statements.

# How do we promote reading as a whole school?

## **Classroom Library and displays**

Reading is actively promoted here at Sandal with each classroom having a dedicated classroom reading area, which is regularly used by the children. They are a mini-library - a place for children to browse the best books, revisit the ones that the teacher has read to them and borrow books to read or retell at home. Children share books with others, especially if there are 'books in common' that they know their friends have heard before. Teachers also have their own small collection of personal books, which they lend out to children, and this has proved very popular. Classrooms have:

- A large selection of recommended and 'top reads' available
- Books which are linked to different curriculum areas and topics covered.
- Books which are clearly categorised
- A large selection of 'diverse and inclusive' books
- Reading displays showing what books are being covered in English lessons, with other linked books
- Different initiatives to encourage reading

To ensure continued engagement from the children, pupil voice is sought through the involvement of the Junior Leadership Team (JLT) on updating resources that are available in classrooms.

## **School Library**

Our library provides a real spike in motivation for reading. There is a large space for whole classes to visit together and classes have a timetabled slot each week where they go and enjoy a story and have time to read at school and take books home. We ensure all children, including the youngest, learn to use the library from the time they join the school. Children from the Foundation Stage are helped to become familiar with using it and given regular opportunities to visit it, both for structured activities and to choose books freely. The library is an extremely inviting space: it is well organised to ensure there are areas for both working and reading for pleasure. Displays of books and resources are attractive, advertising the books in stock. We have a full-time librarian who actively encourages children to read and supports library time for all classes. Our library is also used to further



develop reading opportunities within the school community outside of timetable slots such as lunchtime stories and specific days each week that year groups can freely go and enjoy the library during break and lunchtimes. To take reading outside the classroom, we have an outdoor library in a reading shed in our Woodland Burrow Area.

### **Reading Journals**

In addition to classroom reading, all children are provided with reading journals, which allow them to record the reading going on at home each day. These reading journals are used for communication with parents where appropriate. Children record the number of times they have read each week and raffle tickets are handed out when they have read 3 times. Raffle tickets are put into a prize draw and at the end of the term, a winner is drawn. A prize is awarded for the winner of each class in school.

### **Displays**

At Sandal, we have created a reading rich environment within classrooms and around the school. Near to the entrance of the school is a reading area with different books available for children to use during their break and lunchtimes. A reading display here shows the books different year groups are using to support writing. Displays focused upon favourite books, reading recommendations and reading behaviours offer the chance to expand pupils' views of reading.

### **Celebration of Key Events**

As a school, we acknowledge the benefit of whole school events in fuelling motivation for reading and are committed to celebrating key dates such as World Book Day and National Poetry Day each year where a quality book is studied throughout school. In addition to this, where possible, we link our wider fundraising to reading. For example, holding book sales to raise money for our Library and outside book resources. These events raise the scope of reading and give an excitement around books.

## How do we promote a lifelong love of reading and reading for pleasure?

- **Story Time**

Throughout school, all classes have 'Story Time' during the school day where the children will have the opportunity to listen to a quality, engaging text being read to them. During these, the teacher models expression, using punctuation and language to lead their enunciation and pauses to understand the impact of grammatical choices.

- **Library Time**

Each class is timetabled to use our new library space each week. Again, during this time teachers utilise opportunities to gather evidence relating to the children's attitudes to reading. They will also read extracts of quality texts to the children.

- **Individual Reading**

All classes utilise teaching assistants and volunteers to ensure that there are opportunities to hear individual readers. Often, these sessions are prioritised to ensure identified children take part regularly. It is the expectation however that all children are heard, regardless of attainment, at least once per half term to address any problems; ascertain whether reading book levels sent home are appropriate and to promote the value of this activity.

- **Quality Classroom Texts**

At Sandal, we acknowledge that children also develop enthusiasm for texts by seeing adults motivated by the quality texts within the school and their own class. Our English Long-Term Plan identifies the quality texts studied in each year group, explicitly showing the range of text types covered (i.e. non-fiction, picture books, visual literacy and poetry) and also provides parallel texts (other relevant text types) that will expand and deepen their understanding of the content they are covering. Our text rich curriculum provides our pupils with broad reading opportunities and ensures that texts aren't repeated.

- **Classroom Library (see above)**

- Book Talk
- Engagement with authors
- Celebrations of different authors and illustrators
- Discovering children's reading preferences
- Sharing books that staff and children are reading
- Recommending different books and authors
- Reading Scrapbooks
- Book Swaps

# Glossary of Terms

When working with the pupils at school, we use appropriate and accurate technical vocabulary and terminology. We believe this to be important as developing language and reading is about the business of words and the world is full of big words.

**Adjacent consonants** - Two (or three) letters making two (or three) sounds. E.g. the first three letters of strap are adjacent consonants. Previously known as a consonant cluster.

**Blending** - The process of using phonics for reading. Pupils identify and synthesise/blend the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.

**Consonant digraph** - Two consonants which make one sound. E.g. sh, ch, th, ph

**CVC, CCVCC** - The abbreviations used for consonant-vowel-consonant and consonant-consonant-vowel-consonant words, used to describe the order of sounds. E.g. cat, ship and sheep are all CVC words. Black and prize could be described as CCVC words.

**Dialogic teaching** - dialogic teaching harnesses the power of talk to stimulate and extend students' thinking and advance their learning and understanding. It empowers the student for lifelong learning and active citizenship and is characterised by, amongst other things, a classroom climate that values and encourages exchanges between teachers and students which chain together into coherent and deepening lines of enquiry.

**Digraph** - a combination of two letters representing one sound, as in 'ph' and 'ay'.

**Etymology** - the study of the origin of words and the way in which their meanings have changed throughout history. Research shows that looking at word etymology prompts pupils to become 'word curious'. It also means that, instead of learning one word at a time, they will have the keys to decode many more words as they encounter them in their reading.

**Grapheme** - A letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh

**Morphology** - morphological awareness is an understanding that prefixes and suffixes can be added or taken away to change the meaning of a word. Knowledge of morphemes can make spelling of complex words or spelling exceptions easier for students to remember. It enables pupils to identify root words and build word families effectively.

**Phoneme** - The smallest unit of sound in a word.

**Split digraph** - A split digraph is a digraph that is split by a consonant. Usually a long vowel sound, e.g. 'a-e' (cake), 'i-e' (five), 'o-e' (code), 'e-e' (sphere) and 'u-e' (rule).

**Synthesising** - The process of using phonics for reading. Pupils identify and synthesise/blend the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.



**Synthetic Phonics** - is a way of teaching reading. Pupils are taught to read letters or groups of letters by saying the sound(s) they represent. Pupils can then start to read words by blending (synthesising) the sounds together to make a word.

**Trigraph** - Three letters which together make one sound. E.g. igh

**Vowel digraph** - A digraph in which at least one of the letters is a vowel E.g. ea, ay, ai, ar