



Subject Handbook

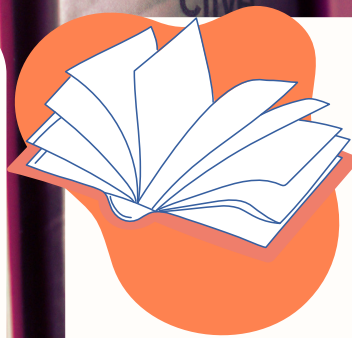
Reading



Reading Handbook

Vision for Reading

The ability to read is fundamental to many aspects of life, and is central to general progress & developing an understanding in a wide range of areas of the curriculum. Success in reading is crucial in developing children's self-confidence and motivation to learning in general.



Reading Principles

1. Everyone is a reader
2. Reading is embedded across the curriculum
3. All children make progress in Reading
4. Children relish and enjoy the challenge and exploration of texts
5. The school environment offers a language rich culture
6. Understanding of texts is evident through verbal and recorded responses
7. Celebrate and explore different themes and genres of reading
8. ICT provision is used to further embed understanding of texts
9. Reading for pleasure is promoted through guided, shared and modelled reading from adults
10. Parental engagement supports teaching and learning in Reading across the school

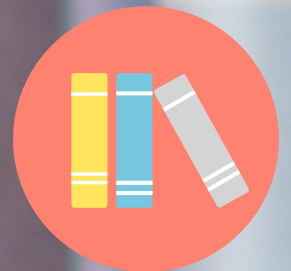
Impact

- Supported cognitive development.
- Improved language skills.
- Preparation for academic success.
- Developing a special bond with your child.
- Increased concentration and discipline.
- Improved imagination and creativity.
- Cultivating a lifelong love of reading.



Intent

At Guardian Angels, we intend to create confident readers, who have the ability to develop deep and true understanding of what they read alongside fluency of reading. Children will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and engender a genuine love of reading and a keen interest in a range of texts - inspiring them to become life-long readers who enjoy books and have a desire to read for pleasure.



Implementation

Guided Reading sessions are taught throughout the week to:

- support children to make progress in reading
- motivate children to read and discuss texts, in pairs or small groups with a teacher/teaching assistant
- encourage other children to work independently of the teacher and the teaching assistant
 - provide effective differentiation, including challenge for the more able children
 - demonstrate how children can read, enjoy and analyse a range of texts.

Early reading is taught through the systematic, synthetic phonics programme Little Wandle Letters and Sounds Revised. Children read the same text three times a week focusing on a different skill each lesson: decoding, prosody and comprehension. This approach enables the child to become familiar with the text fully to ensure achievement for all.

Progression in Reading

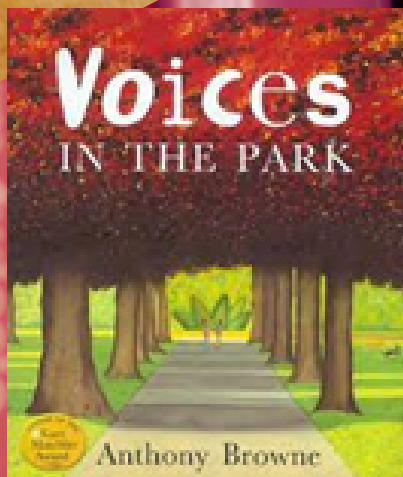
The National Curriculum aims and objectives are used to inform planning, teaching and assessment. Reading skills are divided across each year group to ensure progression and coverage. Specific texts have been carefully selected for year groups 2-6 to provide the correct level of challenge and meet the objectives set out by the National Curriculum.

National Curriculum Aims and Objectives - Reading

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. The national curriculum for reading aims to ensure that all pupils:

- reading easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading – phonics and decoding	<ul style="list-style-type: none"> • enjoying rhyming and rhythmic activities • showing an awareness of rhyme and alliteration • recognising rhythm in spoken words • continuing a rhyming string • hearing and saying the initial sound in words • segmenting the sounds in simple words and blending them together, knowing which letter represents some of them • linking sounds to letters, naming and sounding the letters of the alphabet • using phonic knowledge to decode regular words and read them aloud accurately 	<ul style="list-style-type: none"> • applying phonic knowledge and skills as the route to decoding words • blending sounds in unfamiliar words using the GPCs that they have been taught • responding speedily, giving the correct sound to graphemes for all of the 40+ phonemes • reading words containing taught GPCs • reading words containing -s, -es, -ing, -ed and -est endings • reading words with contractions, e.g. I'm, I'll and we'll 	<ul style="list-style-type: none"> • continuing to applying phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent • reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • accurately reading most words of two or more syllables • reading most words containing common suffixes 	<ul style="list-style-type: none"> • using phonic knowledge to decode quickly and accurately (may still need support to reading longer words) • applying growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud • applying growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud 	<ul style="list-style-type: none"> • reading most words fluently, attempting to decode any unfamiliar words with increasing speed and skill • applying knowledge of root words, prefixes and suffixes / word endings to read aloud fluently 	<ul style="list-style-type: none"> • reading most words fluently and attempting to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • applying growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently 	<ul style="list-style-type: none"> • reading fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word ending • decoding any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues



grace
richard
paul evan

Readers'
 Direct

Early Reading and Phonics



We teach early reading through the systematic, synthetic phonics programme Little Wandle Letters and Sounds Revised. Right from the start of Reception children have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in Year One to ensure children become fluent readers. Reading books are carefully matched to phonic learning to ensure a complete approach to the teaching and learning of reading. Children read the same text three times a week focusing on a different skill each lesson: decoding, prosody and comprehension. This approach enables the child to become familiar with the text fully to ensure achievement for all.

Once children finish the Little Wandle Phonics programme, they begin group guided reading where they explore a 'real text' over a number of weeks. Texts are carefully selected for each year group following a reading spine of popular and thematic texts. Adult led sessions focus on fluency and comprehension followed by independent tasks, which include questions about the text. Comprehension questions follow content domains for the appropriate key stage to ensure a range of skills are being covered.



Inclusion

To enable children, who are identified as needing additional support in reading, to keep up, revision and consolidation of phonics takes place following phonics lessons using Little Wandle Keep up. In

Key Stage 2, children who didn't pass the Y2 Phonics Screening retake, and those who are identified as needing intervention following the Star assessment, take part in Project X Code intervention. Following completion of Project X Code, children who still identify as requiring intervention, take part in Project X Comprehension Express, which is designed to get children SATs ready.

Children requiring additional support, including SEND, have access to a range of supporting aids such as reading scanner pens, immersive reader texts and coloured overlays to remove barriers to their learning.

Assessment

All class teachers and supporting adults involved in the reading process keep records of individual children's performance related to specific objectives and assessment foci. In each reading practice session, objectives are taken from the year group's target sheets and are highlighted following observations of, and discussions with the group, and individual children where appropriate. These assessments are kept up to date regularly.

At the beginning of the school year, children are formally assessed through Star Reading and Star Early Literacy (EY and Y1) to identify independent reading levels. Assessments are completed at the end of each term to inform teacher assessment and children requiring intervention.

National Statutory Assessments Reading elements of the children's language and English skills are assessed in the first term of the Reception class using early learning goal assessments. Children are formally assessed at the end of Year One when they undertake the Phonic Screening Check, and again in Year Two if they did not meet the required standard previously.

From Year One onwards, formal summative assessment of reading comprehension is undertaken via SATs tests and other assessments. Children will leave Guardian Angels Catholic Primary School as confident, competent readers who can read fluently and with good understanding. They will be equipped with a secure understanding of a wide range of vocabulary and authorial techniques, being able to read with a writer's eye. This will be demonstrated by children being assessed as meeting at least age related expectations and also having a good knowledge of a range of literature, with a real love of reading evident too.

