



God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

Reading Implementation

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1. Curriculum and Progression

Our Reading curriculum at St John's and St Peter's is supported by the Read and Respond resources. Combining a wide range of genres with a diverse variety of learning activities, we felt the Read and Respond Schemes provided an excellent balance of resources and flexibility in the classroom. Teachers are trained to use the Read and Respond schemes as a foundation for delivering quality Reading lessons. However, the expectation is that these are then adapted and suited to the needs of their individual pupils.

We use as many opportunities as possible to promote the love of reading, such as:

Children being read to daily by an adult. This will mainly be within lessons, through use of high-quality class fiction texts but also includes non-fiction, poetry, and other wider-reading sources throughout the day. Children are also read to in the morning or end of the school day.

Children being actively involved in choosing books from the Library. Within each phase, teachers create a reading area which children can choose books to read throughout the week. Each class has an allocated slot throughout the week to visit the school library to read and refresh the books in their classroom reading area.

Children being given the opportunity to read for pleasure. Children are given reading time in which they can bring their own books from home, select from the reading area or library, and read to themselves. These are books that the children enjoy to read and discuss with their peers.

Teachers explicitly teach learners:

- Knowledge of the alphabetic code (the letter-sound correspondences)
- The skill of blending sounds in order, all through a word to read it
- The skill of segmenting words into sounds, all-through a word to spell it
- The skill of letter formation leading to handwriting.

These key elements are the essence of phonics, but they are heavily interlinked with vocabulary knowledge. Further information about our Phonics and Early Reading scheme, Little Wandle, can be found on the phonics tab on our website.

Comprehension

Prosody and comprehension are taught throughout our phonics and early reading scheme – targeting children's ability and stage of reading. As the children enter the 'developing reading' stage of their reading journey they need to be able to use a range of skills to understand what they have read. These skills are taught explicitly through whole class and guided reading (including modelling the reading process and close examination of the text) and articulated by the children when discussing what they have understood. At St John's and St Peter's we have allocated each reading skill a 'monster' and they children refer to them as 'reading monsters.'

Our reading monsters are used as a creative and visual tool to teach:

- **Retrieval:** Identifying and finding information in a text.
- **Interpret:** Infer and predict using evidence from a text.
- **Choice:** Understand choice of language and the impact on the reader.
- **Explain:** Work out the meaning of words, within its context.
- **Review:** Express understanding of structure within a text and express personal opinions.
- **Performance:** Using intonation, tone and expression informed by clues in the text.

Children need to read independently every day to build reading fluency so home reading books are matched to the children's reading level. This ensures that they can build their reading stamina without decoding being a barrier. This includes books matched to their phonic stage in EYFS and KS1. Children also have opportunities throughout the school day to read, including guided reading sessions, English lessons using a high quality text, visiting the school library and reading for pleasure.

2. Lesson Structure

Phonics and Early Reading

For a detailed Little Wandle lesson structure, please see the Phonics and Early Reading Policy available on the website.

Guided Reading

A typical week of guided reading sessions will include:

Whole Class Exploration (dependence) – *Modelling new language and skills together*

These sessions follow a 6-part structure:

- Prior Learning (Review and Revisit)
- New Material and Key Vocabulary
- Modelling Good Reading (Questioning and discussion)
- Child-led Reading (Assist, compare and discuss)
- Modelling Key skill answers (Check understanding and model vocabulary)
- Activity (Scaffolding and time for independent application)

Texts have been carefully selected for each year group to ensure a variety of genres and authors. The texts progress throughout the year and throughout the school – ensuring that the children remain appropriately challenged and engaged in reading. Extracts from these texts are used in the whole class exploration sessions – and a class set of each text has been purchased for the children and class teacher to read throughout the week.

Group and Independent work (interdependence & Independence) – *Working in groups focusing on key skills*

'Table Book' sessions: During these sessions, children read texts which are allocated by the class teacher to match their reading ability (using the colour banded books). An adult will listen to the children read independently and ask key questions. The responses from the children are used to inform assessment. Children also complete a targeted question sheet relating to the pages or chapters that they have read. This is recorded in their reading journals.

Group Work sessions: Teachers use the 'Read and Respond' resources as the foundation for providing children with a range of different activities, including SPAG. Key skills evidence is recorded in reading journals for these tasks and these inform teachers assessments.

3. Practice and Retrieval

Practice and retrieval is essential to allow children to build their fluency and understanding. Throughout the Phonics and Early Reading scheme, there is a synthetic, systematic approach which has practice and retrieval built in. Please see the Phonics and Early Reading policy for more information.

As mentioned in the lesson structure, guided reading sessions allow for children to practice and apply their reading skills using a variety of different texts. Retrieval practice is built in throughout the week, where the children are able to apply and develop their skills.

4. Assessment

At St John's and St Peter's Academy we assess reading through effective formative and summative strategies. It is important to gather as much evidence as possible to ensure that the judgements are accurate and informing planning - targeting the needs of the child.

Formative Assessment

Questioning and feedback is a highly effective strategy for assessing reading within whole class/group sessions – whether this is during phonics lessons, group interventions or guided reading sessions. Teachers finish the session with a recap of learning and addressing misconceptions that have arisen. This could be Whole Class Feedback, Feedback that Moves Forward, or Feedback as Actions.

Other forms of formative assessment include:

- Reading Journal evidence using reading codes that are linked to the assessment framework
- Listening to pupils read – adult making notes about fluency, accuracy and understanding
- Reading Assessment on SOLAR – for SEND children and those children identified as 'behind'

Summative Assessment

At St John's and St Peter's Academy we use a variety of summative assessment to inform teachers judgements. These include:

- Phonics Tracker linked to Little Wandle
- Phonics Screening check
- NFER tests at the end of each term
- KS1 Statutory Assessment Reading
- End of KS2 Statutory Reading Assessment

5. Supporting pupils with SEND

At St John's and St Peter's CE Academy, we aim for all Reading lessons to be accessible for all pupils. We recognise that high-quality teaching is what is best for all pupils, including those with SEND or

other additional needs. Our consistent approach to teaching is underpinned by Walkthrus instructional coaching, equipping teachers with a toolkit of research-based strategies that have been proven to work in the classroom.

Where pupils may have additional needs that could prevent them from engaging with the content of a lesson, the class team will make adaptations to ensure that each child can access the learning. Some pupils may require extra time or support in the classroom, while others may require pre-teaching of specific vocabulary or concepts.

For Reading, examples include:

- Visual impairment resources - magnifying prism, allocated reading tablet, RNIB digital copies of class table books
- Little Wandle sensory phonics resources
- InPrint symbols and images to aid reading

As part of termly Pupil Progress meetings, the Lead Practitioner and SENDCo meet with the class teacher to identify any barriers to learning that may be hindering progress, liaising with the Pastoral Care Manager to build up a holistic view of all pupils. Staff are confident to raise any concerns they have about specific pupils, and regularly seek guidance for additional strategies or advice.

6. Reading in EYFS

For a detailed breakdown of Reading in EYFS, please see the Phonics and Early Reading Policy available on the website.

Communication is key to understanding language. Any children that are identified as 'falling behind' receive a NELi intervention for their Speaking, Listening and Communication needs.

7. Supporting classroom teachers

At St John's and St Peter's Academy, the Reading Leader works hard to support all staff by conducting peer observations, mentoring, monitoring the sequence of learning, providing medium and long-term planning and sharing good practice.

All staff are Little Wandle trained. They have access to online CPD and support, including 'How to...' videos and live-streaming of real life Phonics sessions. The Reading Leader ensures consistency across the school by regularly monitoring the delivery of phonics and early reading sessions.

Reading regularly features as part of our staff CPD cycle – including the structure of guided reading sessions, updates and changes to the Little Wandle Scheme, implementation of reading interventions and sharing resources.

As previously explained, Reading has been heavily invested in and teachers feel confident using the new resources.















8. Additional Information

We use the colour band system – using the Collins Big Cat reading books.

Here is a table showing the typical progression of reading:

Book Band	End of Aut 1	End of Aut 2	End of Spr 1	End of Spr 2	End of Sum 1	End of Sum 2
TURQUOISE					Y1	Y1
PURPLE	Y2	Y2				
GOLD			Y2	Y2		
WHITE					Y2	Y2
LIME	Y3	Y3	Y3			Y2 GDS
COPPER				Y3	Y3	Y3
TOPAZ	Y4	Y4	Y4			Y3 GDS
RUBY				Y4	Y4	Y4
EMERALD	Y5	Y5	Y5			Y4 GDS
SAPPHIRE				Y5	Y5	Y5
DIAMOND	Y6	Y6	Y6			Y5 GDS
PEARL				Y6	Y6	Y6
EXCEEDING						Y6 GDS

Example of a Year 3 Reading Assessment Framework document – organised into the ‘Reading Monsters’ with allocated codes.

Age Related – Independently		
Can retell a story in the right order, with lots of detail about the characters, setting and plot.	R1	
Can identify key aspects of a story like introduction, build up, climax, resolution when talking about narrative.	R2	
Can find evidence to show what relationships characters have and how they feel.	R3	
Can find evidence to prove why something has happened and explain why.	R4	
Can summarise the main idea in a story.	R5	
Can explain how words make them feel from the text and relate to the characters in the story.	IN1	
Justifies their discussion answers using evidence from the text.	IN2	
Can identify choices the author has made to create a setting and create an atmosphere, using evidence in text to support their answer.	C1	
Explains why the text has been set out a certain way and tries to use evidence to support this.	C2	
When they come across a new word they look at the sentence it is in to help understand what it means.	EX1	
Can use root words, prefixes and suffixes, to read aloud and to understand the meaning of new words they see.	P1	
Can read some words where the vowel sound is written differently e.g. vein, weigh, obey.	P2	
Can read words that end in -ture, -ation, -ly e.g. adventure, sensation, usually.	P3	
Knows how to change their voice (intonation, tone, volume) or use actions to make the poems and play scripts they perform aloud easy to listen to.	P4	
Listening to, discussing and expressing views about a wide-range of contemporary and classic poems, stories and non-fiction at a level independently.	RV1	