



CAMELFORD PRIMARY SCHOOL

‘Where every person matters’



Policy Statement

Reading

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Reading Intent:

At Camelford Primary School, we strongly believe that all our children can become fluent readers and writers. We teach early reading through 'Read, Write Inc' (RWI), which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the RWI programme rigorously to ensure children have the strongest start to reading.

At Camelford, we model phonics in shared reading and writing, both during RWI sessions 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, enabling learners to access all other subjects.

While children have mastered the decoding of words, we then guide them to gaining a better understanding of what they have read by developing strong comprehension skills that enable them to not only read books with greater success and interest but also access the wider curriculum more confidently.

By the time children leave us, they read confidently and regularly enjoy reading and listening to books for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary and see themselves as readers for both pleasure and purpose.

Reading Implementation:

Foundations of Phonics in Nursery

The learning journey begins in Nursery, where we use the Early Learning Goals of 'Communication' and 'Language and Literacy' to carefully plan experiences such as:



- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language
- letter recognition.

We strive to ensure all Nursery children are well prepared to begin learning grapheme/phoneme correspondences (GPCs) and blending in Reception. In Nursery, the children have short RWI sessions, where they begin to learn the first set of letter sounds once staff are confident the child is ready. The sessions are tailored to the children who are ready for this step.

Phonics in Reception and KS1

Phonics is taught for 1 hour every day. In Reception, we quickly build from short lessons with additional daily oral blending games to full-length lessons as soon as possible within the Autumn term. Our teachers also build in bespoke afternoon sessions in Reception and KS1 in order to address gaps in learning or where consolidation is required. In the penultimate week of each half term, the Early Reading Assessment Team assesses all children and uses Sounds Trackers to closely monitor the progress of our learners, especially those at risk of falling behind.

Phonics in KS2

In Year 3, those children who have not mastered phonics will continue to join in RWI sessions. We use a personalised approach, as, *'While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.'* (EEF) Targeted phonics interventions include Precision Teach, Nessy, and high interest, low ability (hi lo) readers such as Project X Code.



Teaching Reading to Ensure Consistency and Pace of Progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Our RWI sessions are taught by a highly trained 'Reading Experts' in differentiated groups. We use books carefully matched to the children's secure phonic knowledge using the RWI assessments and book matching grids. Our Reading Experts are well-trained and able to deliver high-quality early reading lessons. The Reading Experts adhere to the RWI programme by using the same language, routines and resources. This reduces the children's cognitive load, allowing them to focus on the essential learning.

Reading Experts use weekly content grids to map each element of new learning to each day, week and term for the duration of the programme. Lesson templates, prompt cards and how to videos ensure Reading Experts all have a consistent approach and structure for each lesson.

The Early Reading Lead and SLT support the Reading Experts Team by: regularly monitoring and observing teaching and offering coaching and training where needed holding regular training sessions with the Reading Experts to monitor progress coaching e.g., modelling excellent teaching using summative data to identify children who need additional support and gaps in learning.

We strive to ensure all adults working with pupils are trained to deliver the RWI programme which enables learners to access the support they need to improve their phonic knowledge regardless of what year they are in.

Supporting Reading at Home

We strongly believe in fostering a close relationship with parents that enables them to effectively support their children to read. Each week, we send home RWI materials (eg Ditties, Book Bag Books) that are closely matched to the sounds that the children have learned that week in school. This decodable reading practice ensures success is shared with the family. We communicate with parents the importance of re-reading books to embed fluency by explaining



that when a child is expected to read books that are not decodable, they may become frustrated and develop poor reading strategies. However, when a child reads a fully decodable book, they have the skills and sound knowledge of phonics to decode unfamiliar words enabling learners to experience success, which in turn builds fluency and develops good reading habits.

Alongside these decodable materials, we encourage reading for pleasure by sending home weekly library books for parents to share and read to children. We support parents by providing them with information to encourage good reading habits at home including the Virtual Classroom resources from RWI. Each term, we invite parents into school for Reading Workshops where we share information about phonics, including the purpose and structure of RWI, as well as give parents the opportunity to observe RWI and story sharing sessions. In Ks2, we offer termly workshops that help to explain the importance of reading and how parents can help their child to build strong comprehension skills and a continued love for reading.

We expect that children read to an adult at home every day in Reception and at least three times a week in KS1 and lower KS2. When this does not happen, as evidenced in their Reading Records:

1. An informal conversation will be initiated by the class teacher to encourage and express the importance of reading at home.
2. After two weeks, if it is still evident that there is not enough reading practice happening at home, the class teacher will phone the parent to offer further support and guidance as required.
3. If there is no evidence of the child reading after another two weeks, the Assistant Head Teacher will ask the parents to attend a meeting at school to discuss how the school can help to support reading at home.
4. Through careful monitoring, if a learner is not making expected progress, the Head Teacher will hold a meeting with the parents to discuss an action plan for support.

In upper KS2, we expect parents to hear and encourage their children reading at least three times a week however the children are given more ownership over their reading journal and are invited to record their own reading, add new vocabulary they've learnt and complete book reviews. Teachers monitor reading journals fortnightly and contact parents if a concern arises regarding reading at home.



Ensuring Success For All

We adopt an early intervention policy to support children who need additional phonics practice. Our trained Reading Tutor holds sessions using RWI's Fast Track Tutoring with children in EYFS, KS1 or those on the RWI programme who are making slower progress in their reading and need extra daily practice, as well as children with special educational needs and disabilities (SEND). Fast Track Tutoring breaks down the phonics and reading strands of Read Write Inc. phonics into smaller steps to accelerate children's reading progress. It provides intensive, targeted support to address specific gaps in a child's reading.

For children in Reception, who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading, we use the Nuffield Early Literacy Intervention programme (NELI) to address their speech and language challenges. NELI aims to develop children's vocabulary, listening and narrative skills and also provides activities to develop phonological awareness and early letter-sound knowledge as foundations for learning to read.

Daily Precision Teach phonics lessons are scheduled for learners in Year 2 or 3 who are not fully fluent at reading or have not passed the Phonics Screening Check. Learners in Year 3 to 6 who continue to have gaps in their phonic knowledge when reading or writing, attend phonics 'catch-up' interventions to address specific reading/writing gaps using the Toe By Toe programme.

Children in KS2 who have been identified as needing support with their comprehension skills receive small group intervention. These sessions use Rising Stars' Cracking Comprehension resource which is a step-by-step resource to improve the comprehension skills of children. It teaches children the skills and strategies they need to successfully explain their understanding of a wide range of texts and offers ideas to extend their enjoyment of, and engagement with, reading.

Comprehension

When children have completed the Read, Write, Inc phonics programme, reading is developed during whole class guided reading sessions, using high quality texts and focused skill teaching. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their subjects across the curriculum.



VIPERS

In order to build children's comprehension skills, we focus guided reading lessons on the key areas of the National Curriculum reading objectives, using the acronym VIPERS:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequencing (KS1) / Summarising (KS2)

These lessons are taught four times a week in KS1 and KS2. In KS1, children use high-interest, quality texts as the vehicle for discovering what the different question types look like. In KS1, the 'S' relates to 'Sequencing' rather than 'Summarising' and 'Explain' is modified, asking children to explain why they have come to a certain conclusion or to explain their preferences, thoughts and opinions about a text.

In KS2, the process becomes more structured: early in the week, lessons focus on how to answer a particular question type, using teacher modelling and practise questions. At the end of the week, children complete 'Mixed VIPERS' questions, which gives them an opportunity to practise transferring and applying the skills they have learnt throughout the week.

The texts used in guided reading lessons have been carefully chosen for their high-quality use of vocabulary and content that links, where possible, to the themes explored in the wider curriculum (see Appendix 1.1 – Camelford Reading Spine).

Reading for Pleasure

Reading for pleasure is the single most important indicator of a child's future success
OECD 2002

At Camelford Primary School, we understand the impact of developing a strong culture of reading for pleasure. We read to children every day from a carefully curated Reading for Pleasure Book Spine that has a strong diversity theme; these books reflect people from our local community as well as open windows into other worlds and cultures. Every classroom in Reception and KS1 have an inviting book corner/area that promotes a love for reading.



In Nursery/Reception, children are encouraged to access high quality books in the reading corner every day in their continuous provision. The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of reading for pleasure events, including a Book Snuggle in the Spring term, Poem-A-Day each day at afternoon register, Secret Reader in Reception, visits to the local Camelford library, What I Am Reading posters, The Big Read and more.

Reading for Pleasure Book Spine

Our Reading for Pleasure Book Spine has been carefully curated to ensure that children are exposed to a wide variety of quality texts. These texts are used as daily class readers, and aim to excite and engage the children as well as expose them to new and varied vocabulary. (see Appendix 1.1 – Camelford Reading Spine)

Accelerated Reader

Accelerated Reader is an online program that helps teachers manage and monitor children's independent reading practice. Children pick books at their own levels and read them at their own pace. When finished, they take a short quiz on the computer to indicate whether they have understood what was read. Accelerated Reader gives children and teachers feedback based on the quiz results, which the teacher then uses to help each child set goals and direct ongoing reading practice.

Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them. Teachers and TA's help children choose books at an appropriate readability level that are challenging without being frustrating, ensuring that children can gain confidence in their comprehension skills and experience success.

If a child does not do well on the quiz, the teacher or TA may help them:

- Choose another book that is more appropriate.
- Ask more probing questions during reading and before the child takes a quiz.
- Pair children with another pupil, or even have the book read to the child.



Reading Stamina

Reading stamina is actively promoted across school. It is expected that all children will read 90 words per minute of an age appropriate text from Year 2 onwards. By the end of each academic year, it is expected that:

- In Year 1 children will read 60 words of an age appropriate text in one minute.
- In Year 2 children will read 270 words of an age appropriate text in three minutes
- In Year 3 children will read 270 words of an age appropriate text in three minutes.
- In Year 4 children will read 360 words of an age appropriate text in four minutes.
- In Year 5 children will read 450 words of an age appropriate text in five minutes.
- In Year 6 children will read extended texts at 90 words per minute (in line with end of KS2 testing).

Reading Impact:

Our aim is for children to leave Camelford Primary School fluent, confident readers who show understanding of the texts they read. In order to assess the impact of our teaching of reading, we use a variety of assessment tools.

Assessment

Assessment is used as an important tool to monitor progress and for the early identification of any child needing additional support.

Assessment for learning is used daily within lessons and summative assessment is used:

- every six weeks in RWI to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the intervention that they need.
- by SLT and scrutinised through the RWI assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support can be put into place.



Statutory Assessment

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2, after receiving Fast Track Tutoring and/or Precision Teach to help support them in catching up.

Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through termly summative assessments.



EYFS

YEAR A	Key Texts
Autumn	Astro Girl – by Ken Wilson-Max The Can Caravan by Richard O'Neill The Perfect Fit by Naomi Jones What Happened to You? By James Catchpole
Spring	Eyes that Speak to the Stars by Johanna Ho and Dung Ho My Hair by Hannah Lee It's a No Money Day by Kate Milner You Matter by Christian Robinson
Summer	Dadaji's Paintbrush by Rashmi Sirdeshpande and Ruchi Mhasane Shu Lin's Grandpa by Matt Goodfellow The Same but Different by Molly Potter and Sarah Jennings The Blanket Bears by Samuel Langley Swain

Y1/2

YEAR A	
Autumn	Look Up! By Nathan Bryon Eyes that Kiss in the Corners by Johanna Ho and Dung Ho My Must Have Mum by Maudie Smith Kasia's Surprise by Stella Gurney
Spring	Sulwe by Lupita Nyong'o Marv and the Pool of Peril by Alex Falase-Koya and Gregory Cool by Caroline Binch Milo Imagines the World by Matt de la Pena
Summer	The Proudest Blue by Ibtihaj Muhammad Pablo and the Noisy Party by Pablo Splash by Claire Cashmore Listen: Shannon Stocker

Y1/2

YEAR B	
Autumn	Nimesh the Adventurer by Ranjit Singh Hair Love by Matthew Cherry Me and My Sister by Rose Robbins Jabari Jumps by Gaia Cornwall
Spring	Polonius the Pit Pony by Richard O'Neill Little Glow by Katie Sahota Seal Surfer by Michael Foreman My Pirate Mums by Jodie Lancet-Grant
Summer	My Beautiful Voice by Joseph Coelho The Neighbourhood Surprise by Sarah van Dongen Bear Shaped by Dawn Coulter Cruttenden Wanda's Words got Stuck by Lucy Rowland

Y3/4			
YEAR A	Guided Reading Texts		Class Reader
Autumn	The Stone Age: Hunters, Gatherers and Woolly Mammoths – <i>Marcia Williams</i> The Secrets of Stonehenge – Nick Manning (NF) Stone Age Boy – Satoshi Kitamura (NF)	I Don't Like Poetry – Joshua Seigal	Wild Way Home – Sophie Kirtley
Spring	Greek Myths – Geraldine McCaughrean Greek Gazette – Usborne Publishing	Song of the Dolphin Boy - Elizabeth Laird	Who Let the Gods Out? – Maz Evans
Summer	The Wind in the Willows	Bones – Jules Howard	Cookie – Connie Huq

Y3/4			
YEAR B	Guided Reading		Class Reader
Autumn	Escape to Pompeii – Christina Balit	I Don't Like Poetry – Joshua Seigal	Christmasasaurus – Tom Fletcher
Spring	Charlie and the Chocolate Factory – <i>Roald Dahl</i>	Why the Whales Came – <i>Michael Morpurgo</i>	Firework Maker's Daughter – Philip Pullman
Summer	Coming to England – Floella Benjamin	The Astounding Broccoli Boy – Frank Cottrell-Boyce	Sam Wu is NOT Afraid of Ghosts – Katie and Kevin Tsang

Y5/6				
YEAR A	Guided Reading Texts		Class Reader	
Autumn	Riddle of the Runes – <i>Janina Ramirez</i>	Favourite Poems – 101 Classics	The Breakfast Club Adventures – Marcus Rashford	Street Child – Berlie Doherty
Spring	Ancient Egypt Myths - <i>Marcia Williams</i> Mummification The Nile Space	The Lost Words – Robert MacFarlane This Book is not Rubbish – Isabel Thomas	Danny Chung Does Not Do Maths – Maisie Chan	Skellig – David Almond
Summer	Holes – Louis Sachar		Wonder – R.J. Palacio	

Y5/6			
YEAR B	Guided Reading Texts		Class Reader
Autumn	Friend or Foe – Michael Morpurgo Goodnight Mr Tom – Michelle Magorian	Favourite Poems – 101 Classics	When Hitler Stole Pink Rabbit – Judith Kerr
Spring	The Explorer – Katherine Rundell	What a Wonderful World – Leisa Stewart Sharpe This Book is not Rubbish – Isabel Thomas	Onyeka and the Academy of the Sun – Tola Okogwu
Summer	The Girl of Ink and Stars – Kiran Millwood-Hargrave		Llama Out Loud – Annabelle Sami