



## **Reading at St Lawrence's Primary**

### **INTENT**

At St Lawrence's, we value reading as a key life skill and are fully committed to enabling our children to become competent and life-long readers. We place reading and books at the core of our whole curriculum, recognising the important role it plays in extending vocabulary and developing comprehension skills both in Literacy and across other subjects. For this reason, our intent is to increase our children's access to high quality texts, improve vocabulary, challenge children to become more confident, keen and capable readers but most of all – promote greater enjoyment of books! We recognise that these elements are all intertwined; each relies on the other if our children are to become life-long readers.

Our school serves an area of extreme deprivation. The IDACI index places the local community at the 252<sup>nd</sup> poorest ward out of 32,000 nationwide (bottom 0.03%). There are 30 different languages spoken within our school and the proportion of pupils who speak English as an additional language is above average. The proportion of pupils who are known to be eligible for support from the pupil premium and those who have special educational needs, is also well above the national average.

We are aware that access to books and literature is limited in our local community. Children need to read a lot of books to become fluent readers. With the closure of local libraries, access to books and literature is limited in our local area. This is a gap we need to fill in school.

These challenges underpin our rigorous and robust approach to reading. Without fluency in reading, our children will struggle to access a wider curriculum. As research shows that there is a strong relationship between children's attainment and a school's reading culture, it is essential that our structured approach, aims to overcome these barriers and enable our children to move on from our school, as successful and competent readers.

### **IMPLEMENTATION**

There are five cornerstones to reading:

- Phonemic awareness (ability to hear sounds)
- Phonics (segmentation and decoding)
- Fluency (reading easily and accurately with expression)
- Vocabulary
- Comprehension

We have structured plans in place to teach each aspect throughout the school.

The routines and structures which we have in place to develop reading throughout school include:

- Daily phonics lessons for pupils in Reception and KS1



- Reactive daily intervention phonics lessons for pupils in Reception and KS1
- Twice weekly targeted guided reading lessons for pupils in Reception and KS1
- Weekly phonics intervention sessions for pupils in KS2 who did not pass the phonics screen check
- Weekly silent reading and class reading in each class
- Twice weekly reading lessons for all classes on KS2, each with a different focus
- Reading books which are sent home weekly in KS1 and EYFS, and daily in KS2 matched to pupil ability
- Designated times within the weekly timetable for class teachers to hear pupils in their class read
- Access to a comprehensive school library for pupils to choose their own book to read to develop a love of reading.
- A reading tree display in the library to share pupil book recommendations and share new vocabulary learnt.

### **Phonics**

As a school, we follow Little Wandle Letters and Sounds. This is a comprehensive Systematic Synthetic Phonics (SSP) programme which supports all pupils from Nursery to Year 1 with learning the skills to become a successful reader.

St Lawrence's also uses Little Wandle to provide interventions for KS2 pupils, to deliver guided reading lessons in KS1 and for home reading books in EYFS and KS1. More detail of our phonics programme can be found in our separate phonics policy.

### **Reading in the Classroom**

We have worked hard to develop our 'teaching of reading' and use of high-quality texts in the classroom. This has been very successful, created a whole school curriculum for English that is comprehensive and progressive, improved the quality of teaching and children's acquisition of key reading skills.

We have created our own whole school 'Reading Spine' based on recommendations from Pie Corbett, CLPE reading lists and other forms of CPD and incorporated these into our whole school English Curriculum. We encourage our teachers to continually review their class texts so that they are relevant, engaging and challenging to the pupils in their class.

*"Imagine a primary school where, over seven or eight years, children are read to, enjoy, discuss and work with a core of around 80 books. These 'essential reads' would be a store of classics, creating a living library inside a child's mind. This is the 'reading spine'. Schools that have a reading spine build a common bank of stories that bind the community together."* **Pie Corbett**, Literacy expert



Children enjoy daily story times across Early Years and KS1. This focuses on developing listening skills, story structure, recall and enjoyment with the aim of fostering a lifelong love of reading.

KS1 reading closely matches the Little Wandle scheme. All pupils in Year 1 and Year 2 are grouped according to their ability. They read a book which matches their phonic ability in their groups over two weekly sessions. In the first session, the focus is on reading and understanding the text and reading with expression and intonation (prosody). The second session focusses on comprehension of the book: understanding the plot, setting and characters; identifying and explaining key vocabulary; summarising the book as a whole; and making predictions about the book. The same book is then sent home to be read at home. This scaffolded approach allows pupils to develop the key aspects of reading in a very structured way.

KS2 reading lessons are split into two distinct lessons each week. The first lesson is based on the text the class are reading together. Most lessons (although not all) will be focused on answering VIPERS style questions (vocabulary, inference, prediction, explanation, retrieval, summarising). These lessons give pupils the opportunity to fully immerse themselves in a class novel and develop their love of reading by developing their understanding. The second reading lesson focuses on applying reading skills to unknown texts. All classes use Comprehension Ninja books for the majority of these lessons. Pupils are taught techniques such as skimming and scanning to find key information and using this to answer a range of comprehension questions.

### **Reading at Home**

#### EARLY YEARS

After the autumn half term children take home the Little Wandle book, they have read in guided reading to share with parents at home. The home reader is a consolidation book. Each week children will be able to choose a story book from our class library to share with their family, these books are to promote reading for pleasure. Children are also provided with a packet of key words and phonemes in their reading folders, to practise at home.

#### KS1

Reading within KS1 is closely matched to our phonics scheme, Little Wandle. Pupils are given their reading book each week to read at home. This is a book which has already been read twice in school. Each child is also given a reading for pleasure book each week. This book is intended to be shared reading between the child and their parent. This again helps to foster a love of reading across the school.

We use a variety of incentives to motivate pupils. Our reading records have stickers which reward the frequency and amount of books read. We also have a KS1 reading display race track, and rewards are given when pupils meet certain milestones.

For those pupils who are working below age related expectations, they read with an adult at different point during the day. Reading and phonics interventions are closely matched and often overlap.



Parent workshops are delivered during the year to help parents support their child's reading at home.

## KS2

In KS2, class teachers read with each of the children in their class and the start of each term. The teacher decides if the child is working below, within or exceeding the reading expectations for that year group. The pupils are then given a reading book according to the ORT reading scale.

Year 3 stages 12-14

Year 4 stages 14-16

Year 5 stages 16-18

Year 6 stages 18-20

Children do not need to read every book in the set before moving on. If a child reads all of the books for their year, they become a free reader for the rest of that academic year. For example, if a Year 4 child starts on level 15 in September and reads the majority of books in stages 15 and 16, they then become a free reader. When they start Year 5, they will be reassessed again by the class teacher and placed on either stage 16, 17 or 18. The books have been arranged so that there are no overlaps in books, so a child in Year 5 will not read the same books in Year 6 even if they read stage 18 books.

For those pupils who need phonics support, they read the Comprehension X Code X books. These are a set of 56 books which move through the phonics phases. They allow pupils to practice the phonics while developing their comprehension skills with questions after each chapter. The books are engaging and age appropriate for all KS2 children.

Children are encouraged to bring their reading records and reading book into school every day. Books can be changed whenever they are completed. Pupils in Year 5 and 6 are encouraged to make their own comments in their reading records.

Pupils also choose a library book to read in addition to their home reading book. Pupils are given free choice of their library books but are often given advice and direction by their teacher.

Each class has a reading incentive chart in their classroom – reading race track etc to encourage, motivate and reward regular reading. They also have reading records which have stickers to reward the amount of times read and the amount of books read. Certificates for reading are also awarded in Celebration Assemblies.



## **Intervention**

Additional phonics-based sessions for children who are not meeting age related expectations, both in KS1 and KS2.

## **Little Wandle**

There is a specific intervention programme, called Keep Up, which supports children in KS1 who are not meeting age related expectations in their phonics and reading. In KS2, pupils who did not pass the Phonic Screen test receive additional phonics interventions, often delivered by a class teacher.

## **Lexia**

We have a school subscription to Lexia (a computer-based approach to improving reading) Lexia provides a balanced approach to reading covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension. Pupils are given time to use Lexia during the school day and are also encouraged to access it at home.

## **School Library**

As a school, we have invested heavily in creating a school library, which is bright, comfortable and encouraging. It is stocked with a wide variety of fiction, not only popular authors, but also authors our children would not normally encounter.

A range of non-fiction texts have been specifically matched to the topics studied across the wider curriculum.

Each class has a dedicated library time. All children can choose a library book. This is in addition to their Reading Book and kept in their classroom.

Pupil voice is also a strong factor (though not an exclusive one) in the selection of reading material. Leaders put a substantial budget aside each year to add to existing reading resources. This is used to update and expand the school library and the books that are available to the children at St. Lawrence's.

## **Partnerships**

We work in partnership with Seven Stories – the National Centre for Children's Books. They have worked with us for several years and we work hard to ensure that as many children as possible are given the opportunity to work with them.

Previously, we have been part of the Reader in Residence programme, where a member of staff from Seven Stories would come to EYFS each week and share a new story with the children. Additional activities were completed around the book and a copy of the book was also added to the EYFS library.

We have also been part of Quentin Blake project, where Year 5 pupils explored the work of Quentin Blake and created artwork in his style to form part of an exhibition at Seven Stories.



For 2022/23, our Year 4 and Year 5 pupils are taking part in a weekly creative writing session. This allows them to see the writing process of real children's authors and try to replicate the process in their own creative writing.

Finally, we have three members of staff who are taking part in Reading Teachers = Reading Pupils through the Cheltenham Literature Festival. This allows teachers in UKS2 to read and discuss new children's books and use them to support reading and writing in school.

### **IMPACT**

The impact that reading has on pupils can be hard to measure as we are trying to establish a culture of reading across the whole school which inspires a love of reading. We do however have statutory assessments which can show us how our children have performed in EYFS and end of key stage reading tests.

#### EYFS Data

	2014	2015	2016	2017	2018	2019	2022
OVERALL GLD	48%	52%	63%	69%	65%	60%	57%
<b>READING</b>	<b>59%</b>	<b>62%</b>	<b>70%</b>	<b>69%</b>	<b>75%</b>	<b>73%</b>	<b>60%</b>

Reading in EYFS hovers just below National Averages. From starting points which are generally well below the expected level, this represents good progress. The baseline assessments which take place at the very start of the autumn term show how much progress is made in a short space of time. In 2022, only 27% of pupils were working within age related expectations for reading in September. Children have the chance to enjoy a range of texts in Reception including story time to foster a love of reading and gain a much wider vocabulary.

#### Phonics Data

	2014	2015	2016	2017	2018	2019	2022
Pass mark	60%	59%	84%	89%	81%	80%	63%

Phonics screening tests have now broadly matched or exceeded national averages for the last four years. The slight dip in 2022 is due to a variety of factors. We found that COVID and national lockdowns had a significant impact on our younger pupils, and this is reflected in the phonics screen test score. With the introduction of Little Wandle, we are confident that results will improve.

#### Key Stage One Data

	2014	2015	2016	2017	2018	2019	2022
Expected	72%	68%	77%	79%	77%	77%	76%
Greater depth	0%	14%	19%	25%	23%	16%	17%

Since the tests in Key stage 1 increased in difficulty in 2016, St. Lawrence's have been at or slightly above national averages at the Expected Standard. Again, we feel that this represents strong progress from children's starting points in Reception.



## Key Stage Two Data

	2014	2015	2016	2017	2018	2019	2022
Expected	69%	95%	96%	85%	75%	87%	74%
Greater Depth	41%	30%	13%	11%	25%	23%	24%

Reading in Key stage 2 has been above or broadly in line with national averages each year.

We are very proud of how reading is taught in our school and this data shows that our approach is successful in improving both fluency and comprehension

Recent pupil interviews, show that all the children questioned, now like Reading, enjoy Reading lessons and feel their Reading has improved. Several Y6 children described their enthusiasm for new, more challenging books that they had never heard of – one child describing them as 'fascinating' and stating that it had 'opened her eyes to books.'