

READING AT ARCHIBALD



Reading

Archibald First School

Reading

At Archibald First School, we recognise the distinction between **learning to read** and **reading to learn** and understand the importance of structuring the teaching of reading appropriately through Early Years, Key Stage 1 to lower Key Stage 2.

Reading is a valuable, lifelong skill that intersects all areas of the curriculum. We develop our pupils through independent and shared reading as well as cross-curricular sessions which empower them to find pleasure in reading and actively promotes the acquisition of reading skills in all subjects. We aim to support all children to achieve their reading potential.

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.

(National Curriculum, DfE 2014)

Phonics

At Archibald First School, we follow Little Wandle Letters and Sounds revised, which is a government accredited phonics scheme.

The acquisition of sounds starts as soon as children join school, with our youngest children in Nursery working through pre-phonics activities such as identifying every day sounds, playing with sounds and moving to oral blending. Daily phonics is taught in Reception and Year 1 following the Little Wandle weekly phonics planning. Our aim is for all children to progress through the Little Wandle sequence of lessons and to have completed Phase 5 phonics and passed the Phonics Screen in Year 1.

In Year 2, it is expected that the majority of children will move onto spelling rules and strategies. Any children who have not yet achieved the expected standard in phonics are supported in small, bespoke intervention groups. This will be facilitated via *Little Wandle* Catch Up sessions from September 2023.

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Within Key Stage 2 (Years 3 and 4) the children have Spelling, Punctuation and Grammar sessions in addition to their daily literacy work. These are always adapted to the needs of the children. Individuals who need support with phonics receive this via intervention groups as appropriate.

To support learners, we use the Lexia and IDL programmes within Key Stage 1 and 2 respectively.

Reading Schemes

We aim to provide a broad and balanced reading experience for the children throughout their time at Archibald.

The children in Reception and Year 1 follow the Little Wandle Letters and Sounds Early Reading sequence. Their reading books are selected by their teacher linking to the correct phonics level, following the recommended sequence of Little Wandle.

The children are given;

- 1) One phonically decodable Little Wandle reading book
- 2) One library book as a book for pleasure

During the summer term in Year 1, once children are secure with Phase 5 (spring 2) and have passed the phonics screen (or a mock screen) the children will be given an orange colour banded book in addition to their Little Wandle and library books. This is to prepare them for the system in years 2-4.

From Year 2 onwards, and **once the children have successfully completed Phase 5 phonics**, the children are encouraged, and shown how, to change their own books. This gives the children a level of responsibility and independence, whilst also allowing them to select books that interest them! We strongly believe that by reading self-selected books, the children will begin to read for pleasure and have an enhanced love of books.

In terms of school books, classes will have different arrangements for changing books which are shared with parents and carers. Reading diaries are used to record engagement in home reading and share children's progress through the book band levels.

Reading Practice Sessions

Children in Reception to Year 1 are heard read in their Little Wandle reading practice groups. They read twice a week. The first session concentrating on decoding of words and the second session concentrating on prosody and comprehension. Children that are not at the expected level for reading or that require extra support are heard read 1:1 at least once more over the week.

In Year 2 and lower Key Stage 2, any children who are working below age related expectations are supported in additional daily 1:1 targeted reading sessions. Teachers, support staff and our 'Reading Helpers' listen to children read 1-1.

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Guided Reading

Provided it is appropriate for the developmental stage of the child, Year 2 and Key Stage 2 children take part in Guided Reading sessions. The main goal of Guided Reading is to help children apply the strategies they already know to a new text. Children also use their skills of retrieval, inference, questioning, predicting and summarising when reading.

It is important that children have the opportunity to read widely, and to apply and develop their knowledge and skills across the curriculum. Using a mixture of texts based on age-stage appropriate colour bands, and well-known authors, allows all children's interests to be catered for, as well as showing children that a whole text does not always have to be the length of a novel - which can be overwhelming for some readers. This helps children to read independently for meaning across any whole text, not just a page or sentence.

Class Reading

A key aim is to develop reading for pleasure and a passion for books. To support this, each class has timetabled sessions for class reading. A 'Cheeky Five...' approach is also taken when classes have additional reading slots during the timetabled week.

Within this time, we use quality children's books to develop our reading for pleasure agenda. Texts have been chosen to ensure that each class encounters a balance of different text types in order to successfully navigate reading with confidence (Reading Reconsidered – Doug Lemov). These are:

- Archaic Texts – texts where the vocabulary, usage, syntax and context are vastly different to modern texts.
- Non-Linear Time Sequences – events do not unfold in a sequence
- Complexity of the Narrator – a range of narrators or narrators who may have a defined viewpoint.
- Complexity of the Plot – what does it mean
- Resistant Texts – discover the meaning through hints, clues and uncertainties

In addition to these texts, teachers will select class texts based on children's interests, learning themes, and popular culture.

Wider Reading

We actively encourage children to select their own books from the school library, bring books in from home and welcome suggestions regarding the texts they would like to read in future. We also encourage all parents and carers to read daily at home with their child.

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Vocabulary

Key vocabulary is actively displayed in each classroom on a designated literacy board. For themed work, this is added to throughout the topic. All topics begin with a vocabulary-based lesson and this is referenced throughout the teaching and learning process. The language introduced is the same for every child within a year group.

Library

For Nursery children, a Reading book bag is given fortnightly with stories/poems and activities to do at home. Reception and Year 1 have access to a library with a range of books including poetry and non-fiction, whilst Years 2-4 continue to access the school library on a weekly basis.

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Early Years

EYFS implement a reading challenge with parents. A sticker system is in place with a reward of a bookmark to help develop a love of reading right from the start.

Nursery

- Children explore a text at the beginning of their week. This is introduced through class teaching.
- The language related to reading and books is used and modelled.
- Half termly topics are linked to a book a week to explore
- A Reading book bag is given fortnightly with stories/poems and activities to do at home
- Links are made with the local library where possible

Reception

- Parents are invited to a reading and phonics meeting – September
- Children are all given a pre-phonics reading book by October half term
- Children are heard to read in their Little Wandle Reading Practice groups (of 6)
- Children are heard read twice a week 1) Decoding 2) Prosody and comprehension
- Daily phonics sessions are delivered
- Half termly Little Wandle assessment is carried out
- Story book voting station: 2 books for story time are available – children vote over the day which one they would like at the end of the day/session
- Literacy sessions are focused around a book
- Half termly topics are linked to a book a week to explore
- Vocabulary display for new language
- Children are taught phonics in whole class
- Keep up sessions are taught daily
- Tricky words and letter sounds are sent home to parents
- Parents are sent the link to the Little Wandle parents section of the website

Key Stage 1

- Each class has a Reading file
- A record of phonics stages / book bands is kept for all pupils and checked each half term
- In Year 1, children are all given individual reading books: A phonics based book that correlates to their current phonics teaching and learning and a book to read for pleasure.

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- **Staff are responsible for changing the books until a child is in year 2 and secure in their phase 5 phonics.** After this, those children who are able to, will change their own books and access books from the book banding assortment.
- Individual pupils, where appropriate, will be heard on a 1-1 basis and comments recorded in their reading diary
- Children in year 1 will be read with twice a week in Little Wandle reading sessions. Some children will also be heard on a 1:1 basis too. In year 2 at least ½ of the class will be heard read weekly during guided reading sessions. Information will be recorded on a group grid
- Learning objectives for guided sessions are taken from the appropriate assessment document, which is highlighted on an ongoing basis.
- Class teachers are responsible for monitoring reading progress (1-1 and guided readers)
- There should be an even balance between teaching staff and support staff comments within the reading diaries and reading records
- Comprehension work will take place at least every two weeks in conjunction with some groups completing guided reading sessions
- All KS1 classes have support timetabled in for support staff to aid the reading process. Teachers are responsible for allocating time for their reading or deploying support staff to 'free up' time for this to happen

Key Stage 2

- Each class has a Guided Reading file
- A record of book bands is kept for all pupils and checked each half term
- Pupils will be responsible for changing their own books
- The vast majority of pupils will be heard read weekly during guided reading sessions, information will be recorded on a group grid
- Learning objectives for guided sessions are taken from the appropriate assessment document, which is highlighted on an ongoing basis.
- Individual pupils, where appropriate, will be heard on a 1-1 basis and comments recorded in their reading diary
- Class teachers are responsible for monitoring reading progress (1-1 and guided readers)
- Comprehension work will take place at least every two weeks

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Appendix

EYFS	<p>Nursery - Nursery rhymes, The tiger who came to tea Bear Hunt Colour Monster Hungry Caterpillar Each Peach Pear Plum.</p> <p>Reception - Rosie's Walk The Dot Handa's surprise Dear Zoo The Lion inside Traditional Tales</p>
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Class Novels /Texts

	Archaic	Non-Linear	Complexity of Narrator	Complexity of Plot	Resistant Texts
Year 1	Where the Wild Things Are Aesop's Fables	When the Rain Comes	The Days the Crayons Quit Fantastic Mr Fox	Grandad's Island Wanted: The Perfect Pet	Tadpole's Promise Not Now Bernard
Year 2	The Frog Prince The Magic Faraway Tree	Voices in the Park	The Wolf Story: What Really Happened to Little Red Riding Hood The True Story of the Three Little Pigs The Three Little Wolves and the Big Bad Pig	The Tunnel Dinosaurs and All that Rubbish	Lost and Found The Book with No Pictures
Year 3	The Wonderful Wizard of Oz	The Firework Maker's Daughter	Woof The Pebble in my Pocket	The Iron Man	Ning Nang Nong Poem
Year 4	Charlotte's Web Tom's Midnight Garden	The Midnight Fox	Max and the Millions A Series of Unfortunate Events	Skellig	Jabberwocky The Arrival

Literacy Based Texts (fiction and poetry)

Year 1	Supertato Elmer Senses Poetry Wibble Wobble Gingerbread Man Paddington Bear Hunt Story of Christopher Columbus Tiddler Ben, Gran and the Whole Wide World Dear Zoo George and the Dragon Jack and the Beanstalk Bad Tempered Ladybird The Penguin who wanted to Know	Year 2	Paper Dolls Tuesday Traction Man Gorilla The Owl Who Was Afraid of the Dark Hansel and Gretel Into the Forest Lila and the Secret of the Rain Storm Whale Flotsam Who Swallowed Stanley Leaf Eco Zico Jack and the Baked Bean/Jelly Bean Little Red Tin Forest Russian Folk tales – Baba Yaga
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Year 3	Year 4
A House in the Woods Beegu Stone Age Boy Egyptian Cinderella Literacy Shed- The Supporting Act The Magic Box (Poem Kit Wright) Oh Dear (Poem Michael Rosen) Literacy Shed - Taking Flight Escape from Pompeii The Life and Work of Mary Anning Spells-A-Popping Granny's Shopping! Collective Nouns Nonsense Poems My Iguana (Poem Brian Moses)	Street Child Boy in a Dress Kensuke's Kingdom Mean Dream Wonder Machine Poems from Michael Rosen Cinquains and haikus from The Works Poetry Collection Collection of Autumn Poems Medusa – The Quest of Perseus Theseus and the Minotaur Greek Myths and Legends Stories linked to India and Hinduism Holes

A range of non-fiction texts will also be used across the curriculum to support other areas of learning e.g. art, humanities, science, RE etc.

Monitoring and Review

This policy will be reviewed by the Teaching and Learning Committee every three years. The co-ordinator will be expected to produce a yearly subject audit plan and positional statement to the head and governors where appropriate. They will review their subject policy annually and make amendments where needed.

Policy Reviewed: Spring 2023

Next Review: Spring 2026



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