

Intent

At Pentland, we value reading as a crucial life skill. By the time children leave us at the end of Year Two, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary; they can apply the alphabetic code to decode unfamiliar words and read tricky words by sight. We support our children to achieve age-related expectations. We develop their comprehension, fluency and prosody skills. We promote a 'love' of reading throughout school, and encourage our children to see themselves as readers for both pleasure and purpose. We believe that all our children can become fluent readers. Our reading teaching follows the Little Wandle Letters and Sounds Revised structure. We start teaching Foundation for Phonics in Nursery, to embed phonemic awareness. When children enter Reception, children continue to follow the Little Wandle Letters and Sounds progression.

Implementation

We use a fully decodable reading programme, aligned to Little Wandle. We have a 'Reading Squad' approach to reading, where children read three times during the week with a familiar adult. Each session has a specific focus: fluency, prosody or comprehension. Children read a fully decodable book that matches their phonic ability. Once pupils in Year 2 are fluent and have 'passed' the Little Wandle exit assessment, they move onto more challenging texts. Each classroom has a reading area, and there are daily opportunities for reading for pleasure, as well as protected daily whole-class story times. Children can also select a free-choice reading book from the school library.

Impact

Re-reading the text allows for children to develop their fluency, prosody and comprehension. Through staff enthusiasm, positive feedback and praise, children develop an 'I can' attitude towards reading. They will seek opportunities to read for pleasure and be able to discuss the books they read. Through encouragement and praise, the children will develop an 'I can do' attitude towards reading. The children will apply their reading skills across the curriculum to support their learning, as well as to read for enjoyment. Careful monitoring and ongoing assessment allows for all children to achieve their full potential.

In Reading lessons, you will see/hear:

- Specific GPCs and words from the text being discussed to ensure a secure understanding of them before reading starts.
- Every child actively engaged in the reading of a book or text.
- Adults moving round the group listening to every child read.
- Each child being encouraged and supported in talking about the text and making simple inferences.
- Feedback being given to pupils
- A clear focus for the session: fluency prosody or comprehension
- Good fluency from all readers, with the book well-matched to their secure phonics knowledge.

What do our pupils say about Reading?

"I love reading and my favourite is Supertato" Year 2

"My teacher shows me how to make my voice sound interesting and with expression. I look for clues in the book" Year 2; "I can blend it in my head if I get really stuck" – Year 1

"I love storytime. It is exciting and I can't wait to hear what happens next" – Year 2



Reading at Pentland 'In a Nutshell'



How do we assess our children?

- Ongoing assessments of the children's reading against the TAF statements using evidence in KS1
- Observations made during Reading Practise sessions and when doing 1-1 reading
- Target Tracker data input half termly
- AFL within lessons which is used to inform next steps

Reading Interventions

- Some targeted pupils will read daily, or receive additional sessions.
- We have daily 'Keep Up' phonics sessions, aligned with Little Wandle
- 'Keep Up' groups and interventions are also planned for pupils who did not pass the PSC or who are at risk of not passing.

Our priorities to improve Reading are:

- To embed the Little Wandle 'Reading Squad' approach to reading, consisting of three reads per week (fluency, prosody and comprehension)
- For all staff to be undertake CPD and coaching, where appropriate, to develop their reading practice skills
- To ensure that there is a good match between the pupil's secure phonics skills and the decodable book they are assigned; we are aiming for 90% fluency.
- For all children to achieve age-related expectations
- To embed more opportunities for reading across the curriculum.
- To encourage children to read at home e.g. with the Story Suitcase.

Non Negotiables

- The Little Wandle Letters and Sounds Revised program is used throughout school
- Every class has a Reading Area that is inviting, engaging and promotes a love of reading.
- Each classroom has a variety of genres are on display along with clear labelling and an interactive activity.
- Each child will have three Reading Practice sessions are delivered weekly throughout school with a focus on decoding or comprehension.
- Every child has a weekly library session where they choose a book to read at home for pleasure.
- We have a daily story time in every class.