



Holley Park Academy

Reading Procedures

## **Reading Overview**

The teaching of reading forms part of our English Curriculum. We aim to promote high standards of reading through clear progressive planning and effective teaching. Reading is an essential life skill that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills to access the information that will support their development in all curriculum areas.

## **Reading Intent**

At Holley Park Primary Academy, we want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures, through building up the children's vocabulary it gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities

for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum using key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach.

## **Reading Implementation**

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. Reading is taught regularly, right through school from Nursery. Children begin their reading journey in Nursery with a focus on Phase 1 phonics. This concentrates on developing speaking and listening skills and has an emphasis on enabling children to become attuned to the sounds around them whilst developing the skills of oral blending and segmenting. In Nursery, this is a time where pupils are given an opportunity to familiarise themselves with books. Pupils learn how to hold a book the right way, how to turn pages, how to explore pictures, and are exposed to hearing stories - all vitally important skills to begin the reading journey. Within Reception, reading is taught through both literacy-focused activities based on books and through specific teaching of the Little Wandle programme. The skills of reading comprehension are taught discreetly throughout school from Years 2 to Years 6 and through daily whole class reading sessions.

## **Reading Aims**

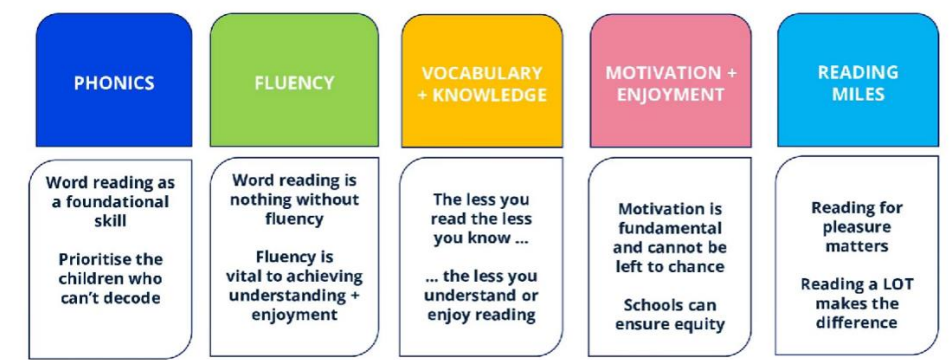
The overarching aim for reading in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage.
- To develop word reading skills which enable the children to have speedy working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar words using a Reading Routine that is rehearsed and practised daily.
- To support children's comprehension skills through ensuring experiences of high-quality discussion with the teacher and peers, and establishing clear methods for answering a range of comprehension questions (summary, inference, prediction etc)
- To experience a range of genres discussing a range of stories, poems and non-fiction.
- To promote children's love of books by creating libraries with books that link to children's interests but also to engage children with texts and knowledge outside of their current experience.
- To support pupils to read widely through a carefully chosen Book Spine delivered by class teachers.
- To use reading to expose children to a wider vocabulary.
- To be able to respond imaginatively to a variety of texts including fiction, non-fiction, poetry and prose.
- To develop children's fluency, intonation and expression and be able to read aloud for different purposes adopting the appropriate methods.
- To develop children's reading at home by making strong links with parents.

## The Five Pillars of Reading



## Key Themes to Consider



### Early Reading

At Holley Park Academy, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Children are taught to decode the written word whilst building an understanding of comprehension alongside this, including in dedicated reading sessions. They have access to a wide range of books as we believe children become excellent, motivated readers through being exposed to a rich range of authors and illustrators.

## **Phonics**

### Aims

- To deliver high quality, systematic teaching of phonics for accelerated progression in reading and spelling.
- To establish a consistent approach to phonics that ensures progression and continuity throughout the school.

At Holley Park Academy, we show fidelity to the Little Wandle: Letters and Sounds Revised scheme as our platform to teach early reading. The scheme, taught from EYFS to Year 1 and into Year 2 during the autumn term, is used to teach children that sounds are represented by letters and that these sounds can be blended together to form words.

It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

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

- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception by supporting children to become confident in Foundations for phonics. These skills are broken down into seven different aspects:

- Aspect 1 – Environmental Sound Discrimination
- Aspect 2 – Instrumental Sound Discrimination
- Aspect 3 – Body Percussion Sound Discrimination
- Aspect 4 – Rhythm and Rhyme
- Aspect 5 – Alliteration
- Aspect 6 – Voice Sounds
- Aspect 7 – Oral Blending and Segmenting

**See Little Wandle Policy document**

### **What reading looks like at our school:**

At Holley Park Academy, we believe that a child's reading experience is much more than just picking up a book and reading; it is a journey, an adventure, a lesson, a chance to explore different cultures and gain information about the world around us. Reading is a lifetime learning skill and we aim to develop all children as active readers, who share a passion and enjoyment from the books they experience.

During the reading week, children will have the opportunity to explore reading and texts in different ways and these all have a different purpose to develop an active reading mind. Reading is happening all the time in the classroom, from Little Wandle phonics sessions and English lessons, and across the whole curriculum too. Class stories and novels, taught through daily story time, are an important feature across our school to promote reading for pleasure and enjoyment. Teachers select stories and texts from our bespoke Holley Park Academy Reading Spine to read as a class, which sparks children's imaginations and matches their interests, as well as allowing all children to hear and engage with high quality literature- from archaic texts, traditional tales and well-loved classics to modern literature and familiar stories.

The teaching of reading is broken down into the core reading skills that children need to acquire to become confident and effective readers. Through the teaching of reading in daily reading sessions, children are supported in activating prior knowledge that they can bring to a text by observing their teachers as readers; staff model explicitly what skills they use as readers through 'Read aloud' modelled sessions. Pupils also engage collaboratively in 'Readers' Theatre' sessions, which offers the chance for children to engage with and develop these skills within and beyond that reading session. Children are taught and given the chance to develop their comprehension skills right through from EYFS to Year 6 and are supported in their vocabulary development, in making connections, in visualising and developing fluency in their daily reading opportunities.

Children can explore reading in whole class, paired and small group reading sessions. Whole class reading lessons allow children to build a shared understanding of a text and allows those critical thinking skills and reading strategies to be explored. It also helps them to develop and practise their reading strategies, which assist decoding and construct meaning. During daily reading sessions, teachers will scaffold and model reading skills and strategies to children and engage in 'book talk' with them to promote enjoyment too. Daily reading sessions will culminate in pupils partaking in 'Readers' Theatre' sessions in Key Stage 2, where pupils actively discuss how texts should be read aloud for intended purpose and effect to an audience. Pupils will mark make texts to enable them to carry this out effectively. In addition to this, children will read their individual reading books daily and have the opportunity to develop their ever-growing vocabulary knowledge and reading skills through their foundation subjects.

### **Accelerated Reader**

We employ the **Accelerated Reader programme**, which ensures that each child is adequately supported and challenged at their appropriate level and allows them access to a wide range of genres and themes of books exposing them to various authors and writing styles reflecting our drive to broaden their horizons, experiences and aspirations. Children are encouraged and – where necessary – supported, to become independent in their book choices and use of the school library. The AR system enables staff to easily track and celebrate the children's progress and success.

### **Developing Reading Fluency**

All pupils have opportunities for differentiated shared reading and independent reading throughout the school day, alongside working together in groups or as a whole class on detailed explorations of whole books and shorter texts. We strive for every pupil to leave us with the necessary skills to access the reading and vocabulary demands of the secondary curriculum and for them to be successful communicators throughout their lives. We believe that no child should be left behind or become a disenchanted reader so targeted interventions – both group and individual – are deployed appropriately.

### **Whole Class Reading Lessons:**

In Key Stage 2, a discrete reading session is timetabled each day to develop reading skills and reading fluency. Teachers explicitly teach reading strategies, to support children to apply the strategies whilst reading independently. To support with reading comprehension a range of resources are utilised by teachers. Reading resources and materials used encourages learners to both understand and apply core-reading skills and improve their vocabulary, develop higher order reading skills using easy to decode text, improve knowledge and understanding of what is being read at word, sentence and whole text level as well as increase a child's fluency in a meaningful and coherent manner. Whole class reading happens daily for 30 minutes and is delivered throughout all Key Stage 2 classes and in Year 2 during the autumn term. As a school we ensure our children are exposed to a wide range of high quality texts to nurture a love of reading. These texts will provide children the opportunity to explore beyond the populist authors of the current day and broaden their literary horizons. All texts have been purposefully selected to provide a high challenge for all our children in order to stimulate aspirations and their own reading journey. During the whole class reading sessions, all children access the same text. To ensure all children access and enjoy reading and listening to the book, reading skills and strategies are clearly modelled; questions are scaffolded and discussions are planned to help children to deepen children's understanding of the text. Children take part in echo reading, choral reading and Readers' Theatre sessions to develop their confidence and reading fluency.

### **Story Time**

Throughout school, story time is implemented into the weekly timetable to promote the love of reading. This is where teachers and support staff read regularly to the children modelling the use of intonation and expression to bring characters to life and to expose the children to a wide range of literature and various authors. This sessions focuses solely on the enjoyment of a story being read aloud, rather than the teaching of comprehension strategies.

### **Independent Reading Time**

Children are taught to read systematically as soon as they start school so they are not reliant on adults to read to them. Children have independent reading timetabled sessions each week to develop their fluency skills. As reading skills improve, students are better prepared to comprehend other classroom reading materials and subjects.

### **Book Club**

Book club is a time to recommend books to pupils for class reading and reading at home. This will be either organised at the end of story time, replace a story time, during English lessons or be an additional opportunity to share favourite books. In this session the teacher's role is that of influencer. In terms of influencing pupils' reading, teachers are the best promoters.

### **Individual Readers**

At Holley Park Academy, every child in Year 1 is heard read by an adult at least once a week in group reading sessions. In Year 2, children independently read books. The reading material is matched to the child's ability, with some degree of difficulty – in any page there should be a couple of words which provide challenge. Children who have been identified as needing support to improve their reading are targeted for additional reading whenever possible. Every child has a reading record/diary and an individual scheme reading book from the Little Wandle scheme or an Accelerated Reader reading book with matching ZPD. Within the reading diary, each adult records the title of the present book; the page numbers heard read, the date and the adults' initials. All adults encourage the children to decipher unknown text for themselves – using the strategies taught in class and in particular those skills and strategies taught in their guided reading sessions. Children are then questioned about the text linked to the whole school question stem strategy to decipher what that they have read in order to check for levels of comprehension. A constructive/positive comment is then made by the adult in the reading record book.

### **Home Reading**

At Holley Park Academy, we value the importance of parental partnerships in order to provide the best education for their child. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage. Each child from Reception to Year 6 take a 'reading book' home every day, this is a book that the children choose supported by a member of staff to ensure that the text is accessible and in line with their reading ability. Parents/carers are asked to comment/sign their children's reading record book every time their child reads at home. Parents are also provided with guidance about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are being practised and how to praise specific elements such as intonation and fluency.

### **Reading at Home**

Parents and carers receive information, providing useful guidelines on how to encourage and promote a supportive reading environment at home. This includes the following:

#### **How to read a story to your child:**

- Make reading aloud feel like a treat. Make it a special quiet time and cuddle up so you can both see the book.

- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't. Read favourite stories over and over again. On later readings:
  - Let your child pause, think about and comment on the pictures.
  - If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
  - Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
  - Link the stories to your own family experiences: 'This reminds me of when ...'
  - Link stories to others that your child knows: 'Ah! Do you remember the dragon in ....? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.

### **Reading Record Books**

Children in Year 1-6 have Reading Record books.

- EYFS/ Year 1 – comment on LW group reading sessions at the end of the third session – comment on child's performance around decoding, prosody, and comprehensions in line with LW expectations. LW reading book/ sharing book to go home at the end of the week. Any reading completed at home should be commented on.
- Year 2 – teacher to comment following 1:1 reading with adult, reading book (LW book or AR book) and sharing to go home once per week. Any reading completed at home should be commented on.
- KS2 – SEND/ PP (regardless of reading ability) and children who are not currently on track to meet ARE to be read with on a 1:1 basis weekly and this is to be commented on in reading records by teacher. Children who are accessing Accelerated Reader are encouraged to choose their own book matched to their ZPD level and write this into their reading records independently. When reading at home, a comment should be made by an adult. Teachers to regularly check progress of home reading in KS2. AR scores are not to be written into reading records but shared termly as part of parents' evenings

### **Supporting the lowest 20% of readers:**

In Key Stage 1, we are informed of our bottom 20% of readers through Little Wandle assessments, mock phonic screening and through our professional teaching judgments. In Key Stage 1, children are supported twice a week for twenty minutes through 1:1, or small group, coaching with a Little Wandle trained member of staff each afternoon of the week for approximately 10 minutes. This is an intervention which is specific to each individual child depending upon their reading ability and next steps. For those children who leave key stage 1 having not achieved the statutory phonics screening daily phonics sessions continue, where appropriate. These children are also identified by the SENCO and additional further support is put in place as needed to remove barriers to reading for that child. In Key Stage 2 children whose reading age is significantly below ARE (more than 2 years) are placed on the Reading Plus Programme, providing them with the opportunity to further develop their speed, accuracy, expression and phrasing during three 30 minute sessions weekly.

### **Reading Intervention**

At Holley Park Academy, we utilise resources to support plugging gaps in learning through the identification and implementation of specific skills. Children receive intervention during focused sessions within lesson time and assembly times. Use of HLTAs, who work alongside class teachers, also enable focused intervention sessions to take place during lessons. We also use the Reading Plus programme to support pupils developing reading fluency and comprehension skills.

### **The Reading Environment**

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Books are used to enhance displays and to provide reference points for deeper learning. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Each classroom has a dedicated reading area to encourage and motivate children to read. These areas provide a comfortable and relaxing area where books can be shared and enjoyed and are changed on a termly basis to ensure that interest is maintained. Each classroom reading area is stocked with a rich variety of books based upon the children's interests thus allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy. Within each reading environment children have access to various age appropriate question stems linked to the content domains that support with developing reading comprehension these are also referred to as prompts and reminders for adults when listening to children read.

### **Class Libraries**

Each class has its own library reading section, where children can access reading books. In the Summer term, staff from the library visit to deliver an assembly based upon the annual Summer reading challenge to encourage children to read for various rewards.

### **Reading Across the Curriculum**

English interacts perfectly with other curriculum areas. It can be assessed at any time through a wide variety of learning contexts. Staff follow and use the curriculum termly planner and this provides opportunities for cross-curricular teaching of literacy. Reading across the curriculum supports the knowledge and vocabulary to be learnt in each subject.

### **Assessment**

We will have national assessments at key points in children's primary education. These have two aims – to provide standard information to parents and to give a picture of school performance. New assessments will reflect the more challenging national curriculum. Assessments and tests will report a scaled score at the end of the key stages rather than a level. They will make detailed performance descriptors available to inform teacher assessment at the end of key stage 1 and key stage 2. These will be directly linked to the content of the new curriculum. There will be different approaches to assessment through a child's education and development, using the most appropriate approach for capturing children's learning at each stage and to complement on-going teacher assessment: The existing statutory progress check undertaken in early years settings a short reception baseline that will sit within the assessments that teachers make of children during reception.

- A phonics check near the end of year 1
- A teacher assessment at the end of key stage 1 in reading; and, writing, informed by pupils' scores in externally set but internally marked tests (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of speaking and listening.
- National tests at the end of key stage 2 in: reading.
- NFER Reading tests at the end of each term.
- Assessment of reading skills using the long Term Planning document and Key Performance Indicators for each year group. A record of these are kept in class reading folders.

The assessment of reading is part of the school's general assessment policy. A child's progress is recorded individually in all areas, again in line with the requirements of The Renewed Framework. Assessment of reading is seen as an integral part of a topic or theme.

Summative Assessment of these are carried out regularly and recorded in individual teacher's assessment file and target cohort file. Pupils sit NFER tests in autumn, spring and summer term; results are analysed and staff meet with the Head teacher and Assistant Head Teacher to evaluate data. Statutory assessment is also carried out within each key stage at the appropriate time. Pupils in Key Stage 1 and 2 take formal SATs in the summer term. These results are compiled and analysed using the FFT Results service.

Formative assessment is completed using the Key Performance Indicators from the Long Term Planning document. Records of these are kept in individual reader files and guided reading files.

### Overview of Reading Assessments

	Autumn	Spring	Summer
EYFS	On entry LITTLE WANDLE Assessment	LITTLE WANDLE Assessment 1	LITTLE WANDLE Assessment 2
Year 1	Baseline Reading Assessment	Phonics Assessment	Phonics Screen NFER Reading Test
Year 2	Key Stage 1 Practice Paper	Key Stage 1 Practice Paper	Key Stage 1 Optional SATS
Year 3	Y2 SAT Paper	NFER Reading Test	NFER Reading Test
Year 4	NFER Reading Test	NFER Reading Test	NFER Reading Test
Year 5	NFER Reading Test	NFER Reading Test	NFER Reading Test
Year 6	Key Stage 2 Reading Practice Paper	Key Stage 2 Reading Practice Paper	Key Stage 2 Reading Practice Paper

#### **Recording**

Records of the classes' progress in reading are kept by individual teachers in reading record files and passed on each year. Individual results of each child's assessment results are maintained. Assessments of children's individual reading targets are also recorded in the class assessment file. The class teacher keeps examples of children's reading assessments.

#### **Review and Monitoring**

The English curriculum coordinator regularly monitors all areas of reading within the school. During curriculum focus week, resources, books, planning and children's work are evaluated and reviewed. The English coordinator reports findings to the staff, Headteacher and Deputy Head.

and evaluations are entered onto the staff share site for staff to view. A brief outline of the curriculum area is also reported to Governors in the format of a Literacy Governors' report. English work carried out by the class is recorded on the half termly and weekly planning sheets. These planning sheets are monitored and evaluated by the English Coordinator and findings are shared with staff and SLT. The SLT carries out focused observations of literacy teaching and findings are shared with staff and areas to be improved are identified and inform INSET training. The curriculum coordinator monitors children's attainment. Assessments and data are analysed regularly and areas of weakness are identified in order to set new curricular targets.

### **Management**

The senior management team and the teacher in charge of the subject should have a clear view of the purpose of the teaching of English and how learning outcomes can be achieved. Effective communication is necessary at all times. Sharing ideas, involving others in management considerations can ensure that all staff understand the requirements and that individual talents are put to full use. All staff have a responsibility in maintaining a positive approach to English teaching. Maintaining high morale, clear purpose effective interaction and collaboration calls for active participation from all.

### **Equal Opportunities**

English is taught in strict adherence to the school's Equal Opportunities Policy.

### **Planning Framework**

Progression in English will be planned from the Statutory Programmes of Study; Key Stage 1 and 2 National Curriculum in England 2014 and follow the KPIs set out by the LEA for reading and writing. Teachers plan using a half termly planner, and then weekly in the individual class teachers planning file. Planning must always take into consideration the age and ability of each child in the class so that differentiation within all tasks is provided. Literacy planning should show evidence of a cross curricular approach to teaching and coverage of a range of text types.

## **The Seven Aspects of Reading**

### **ASPECT 1 How well do we prioritise reading?**

Reading is THE top priority at Holley Park Academy . As a team, we place reading as the most important skill you will acquire during your primary school years and we strive to ensure all children leave Holley Park Academy as confident, independent and lifelong readers. Here are some of the things that we are doing in school to prioritise reading ...

- Reading is identified as a school priority in our SDP with the vital importance of reading frequently shared with staff and governors via INSET and meetings.
- The priority and importance of reading has been shared with parents through newsletters and our home/school agreements.
- Our website has a thorough section dedicated to reading with support for parents and videos to show how we teach reading successfully at Holley Park Academy
- Significant investment has been made for books, intervention support and professional development of staff.
- The English Subject Leader (Mrs Gallant ) is allocated regular classroom-release time to monitor and develop reading.
- The Subject Leader has a separate policy for reading, showing how it stands alone as a priority subject.
- At Holley Park Academy we have built a reading team, including an Early Reading Lead, across Reception to Year 6 where expertise can be accessed at all stages of reading development.
- The SLT and Board of Governors regularly discuss reading at Governor meetings.
- Our Literacy Governor –Chris James–visits the school regularly to observe reading skills lessons and read with children from all year groups.
- Our teachers read to our children every day.
  - We have timetabled daily Little Wandle sessions (EYFS-Y1) and daily stand-alone Comprehension Reading Skills lessons sessions. (Y2-Y6)
  - All classes have their own reading areas, which are a fantastic environment for children to enjoy reading.
  - A variety of intervention groups, strategies and targeting is in place to give those pupils who struggle with reading the very best opportunity of ‘catching up’ with their peers.
  - Children in Year 6 have been appointed as Reading Ambassadors, who raise the profile of reading in school and organise different reading events.
  - When you walk through our school, you will see clearly how reading is prioritised through reading displays in all classrooms and carefully selected books available for all of our children.

## **ASPECT 2 How well do we promote a love of reading ?**

Holley Park Academy has a systematic approach in place to ensure that we have outstanding promotion of a 'Love of Reading' throughout the school.

- Our School Leadership Team (SLT) have prioritised a 'love of reading', ensuring that children are read to daily and that story times are engaging.
- We have a dedicated 'Reading for Pleasure' yearly programme which we follow to ensure reading activities are promoted throughout the whole school year.
- Class libraries are available for daily use with a dedicated librarian to ensure children's requests for books are met.
- Pupil Conferencing indicates that our pupils love visiting the library and are pleased with the range of books available (fiction and non-fiction).
- We have stocked up on books from current and popular authors.
- Every classroom has a well-organised area designated to reading.
- We are actively seeking to add new, exciting books to our Book Corners, when we can. Our children are so excited when new titles are bought- they cannot wait to be the first to read them.
- Class teachers read a novel or non-fiction book daily linked to our whole school reading curriculum. Teachers can also choose their own books to share with the children which they feel will be loved and enjoyed.
- Books that are being shared in class are displayed on the outside of classroom doors. This creates interest from the children in other classes. Additionally, all our staff have their favourite books displayed around the whole school.
- There are many reward systems in place that recognise children who love reading at school and at home, including certificates through progression in LITTLE WANDLE groups.
- Year 6 Reading Ambassadors have been assigned to raise the profile of reading across the school.
- Reading progress is displayed and celebrated in all classes through words counts and reading at home rewards.
- We have dedicated sections on our school website to support parents with reading and the promotion of reading for pleasure.
- We have an annual Book Fair, where parents and children are encouraged to purchase new books to read and enjoy.
- Every class has access to online author reading sessions via the Scholastic Live Reading events.
- Parents are fully involved and supported in their children's reading development from day 1 at Holley Park Academy with our transition period being heavily focused on the ASPECT 2 importance of reading. This support is continued throughout the school with regular reading meetings with parents.
- Take a look at our 'Reading for Pleasure' section on the website to see all the fantastic reading events we complete throughout the school year.

### **ASPECT 3 How well do we make sure that all pupils make good or better progress in reading?**

Holley Park Academy has many systems in place to ensure that all our pupils make good or better progress in Reading.

How do we track progress?

- All pupils complete a baseline assessment on entry to reception class.
  - Using the Little Wandle programme phonics is delivered daily and assessed continually against our progress tracker.
  - Early Reading lead is readily available to support with the assessment process if needed.
- Little Wandle progress continues to be tracked into KS2 for those children who need phonics support.
- Summative assessments are completed 3 x per year. Y1-6
- NFER Testing termly provides reading ages.
  - Children are assessed regularly using Key Performance Indicators for reading.
- Pupil Performance meetings held termly between all class teachers and the SLT (Senior Leadership Team)

What are our progress expectations?

- We expect all our reception children to have learnt all their set 1 sounds, be able to blend and ready to begin the ditty phase by the end of the Autumn term.
- We track phonics progress in KS1 using our 'Expectations in phonics progress' document available on the website.
- Pupils for Y1 – Y6 each term are assessed on current and previous learning
  - Progress in YR are assessed using the EYFS framework. Pupils are expected to achieve ELG by the end of the summer term, making age appropriate progress throughout the year linked to progress in LITTLE WANDLE.

How do we support those who are not making expected progress?

- Children in EYFS/KS1 who are not making expected progress are quickly identified and afternoon additional LITTLE WANDLE support is provided and delivered by fully trained adults.
- Phonics continues to be a focus throughout the whole school with those children identified with gaps in their phonic knowledge receiving 3 x additional LITTLE WANDLE sessions per week in Years 3 and 4. This intervention is supported and monitored by the Phonics lead – Mrs Whyte - during regular release time.
  - Where phonics support is still required in Years 5/6, pupils receive LITTLE WANDLE intervention by HLTAs in intervention sessions.
- All teachers are required to provide a reading support programme for their identified lowest 20% of readers, which is to be reviewed termly and discussed in Pupil Progress meetings.
- 20 Kindles are available to support online home reading of age appropriate eBooks linked to LITTLE WANDLE and Accelerated Reader.
  - Children who are identified as not reading regularly at home through our home reading tracking system are monitored on a weekly basis and additional reading support is provided and contact made with parents to offer support where needed.
    - The English lead regularly has classroom-release time to investigate data and track progress.
    - Updates and summaries are then shared with staff.
    - The school SEND Team and Lead tracks SEND children. They collect in test scores and uses these to assess progress, alongside regular classroom visits and pupil conferencing.

#### **ASPECT 4 How well do we check that pupils' reading books match the sounds that they can read?**

At Holley Park Academy, we understand the importance of pupils reading books that are carefully matched to their reading ability. We have taken the following steps, in order to ensure that all our pupils are reading a suitable text...

- We teach reading using the Read, Write, Inc. (LITTLE WANDLE) phonics programme and have invested in book bag books which are matched to the children's individual reading ability.
- In Reception class their LITTLE WANDLE book is their primary home reading book, which is selected by a fully training adult each week. Additionally, in reception class all children have access to the Reading Eggs programme, which is matched to their phonic understanding and provides online reading lessons accessible from home.
- Children in KS1 continue to have LITTLE WANDLE books bag books as their primary reading book in line with their reading development on the LITTLE WANDLE programme and those still needing reading support will keep their home/school licence. Additionally, KS1 children are able to take home reading for pleasure books which the children can choose. These books are from a banded system and may contain sounds that have not yet been taught. It has been communicated to parents that children may need support with these books and each book is clearly labelled to remind parents of this.
- As children complete the LITTLE WANDLE programme, they will be assessed for Accelerated Reader (AR). AR is an online reading programme which fosters motivation, engagement, and a love for reading by matching students with reading suggestions aligned to their interests and at the right level of challenge. All of our library stock is aligned to AR and we also have access to a wealth of online books using the Oxford Reading Tree online service and MyOn reading facility. Children have the facility to independently change their books on a daily basis, if they quiz successfully.
- Those children who are identified as requiring additional phonics support in KS2 will continue to have LITTLE WANDLE book bag books as their primary home reading book. These books will be matched to their ability once per week and selected by a trained adult.
- All children have home/school diaries which are checked in school daily. It is expected that all children read at home every school day. Reward systems are in place to support this.
- Parents are provided with support to engage with their children's reading through the school website, instructional videos, reading meetings and individual consultation with teachers if needed.
- A comprehensive progression of Home Reading books is available for parents on the school website so they can also track children's progress and be aware of their next steps with home reading. Teachers use a variety of assessment tools in order to check that reading books match well.
- Continual LITTLE WANDLE assessment.
- NFER tests taken each term.
- Regular 1-1 reading with children and listening to children in daily guided reading lessons.

### **ASPECT 5 How do we teach phonics from the start?**

Children begin learning letter sounds on entry to Reception, once we have complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs. Following the LITTLE WANDLE system pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.

### **ASPECT 6 How do we make sure that pupils catch up when they fall behind?**

When children are 'falling behind', whether they have SEN provision or not, systematic steps are put in place to give these children the very best opportunity of catching up with their peers. There is an extremely rigorous assessment of Reading. Children who are 'falling behind' in Reading are flagged up immediately – through the use of Pupil Performance meetings, phonics tracking, whole school progress tracking, summative reading tests or Reading Skills lesson assessments. Here are some of the ways in which we target our provision:

- Children who are 'falling behind' are discussed on an individual basis with the SLT (Senior Leadership Team) at progress meetings.
- All teachers are required to provide a reading support programme for their identified lowest 20% of readers, which is to be reviewed termly and discussed in Pupil Progress meetings.
- Children in EYFS/KS1 who are not making expected progress are quickly identified and afternoon additional LITTLE WANDLE support is provided and delivered by fully trained adults.
- Where language and vocabulary are identified as a barrier, all our EYFS are NELI trained and have the facility to support targeted intervention when needed.
- Phonics continues to be a focus throughout the whole school with those children identified with gaps in their phonic knowledge receiving 3 x additional LITTLE WANDLE sessions per week in Years 3 and 4. This intervention is supported and monitored by the Phonics lead – Mrs Whyte - during regular release time.
  - Where phonics support is still required in Years 5/6, intervention is provided by our HLTAs.
- 20 Kindles are available to support online home reading of age appropriate eBooks linked to LITTLE WANDLE and Accelerated Reader.
- Children who are identified as not reading regularly at home through our home reading tracking system are monitored on a weekly basis and additional reading support is provided and contact made with parents to offer support where needed.
- 'Targeting' selected children to work with in Reading Skills (VIPERS) lessons, guided reading sessions and individual reading time.
- The English lead regularly has classroom-release time to investigate data and track progress. Updates and summaries are then shared with staff.
- The school SENDCo Team track SEND children. They collect in NFER test scores and uses these to assess progress, alongside regular classroom visits and pupil conferencing.
- Provision Plans for SEND pupils.
- Communication with parents and carers – including termly reports and parents' meetings.

### **Aspect 7 How do we train staff to become reading experts?**

We understand that it is vital to give everyone regular, high-quality INSET in order for all staff to be Reading Experts.

- Termly Reading staff meetings delivered by the Early Reading Lead and English Subject Leader, focussing on Early Reading skills and VIPERS skills lessons.
- Teaching staff, including Teaching Assistants receive reading and phonics training as and when required. This may be a specific focus on the SDP or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff.
- The Headteacher, Assistant Head Teacher/English Lead and Phonics Lead all monitor guided reading sessions and conduct pupil conferencing to ensure agreed approaches and consistency are applied across the school.
- The Reading Lead monitors reading and offers guidance to staff with follow up actions.
- Lesson Visits and Learning Walks by the school SENDco Team, observing those pupils who struggle with reading and giving feedback to the adults involved with them.
- Communication of new strategies and ideas regularly shared by the Subject Leader.
- Newly and Recently Qualified teachers have regular opportunities to observe and learn from other teachers.
- TA and HLTA meetings with the SLT.
- Monitoring of Reading Skills in literacy books.
- Whole-school Phonics training from external agency.
- Phonics Lead (Mrs Whyte) models sessions to those new to the Read, Write Inc. programme and accompanies new staff member to observe the teaching of Read, Write Inc. in our County Read, Write Inc. teaching school.
- Other training opportunities signposted and available to all teachers, if necessary.
- Support with planning lessons given by the Subject Leader.
- English lead attends annual subject leadership training and termly updates with LEA and NLLT.
- English lead attends regular moderation sessions led by LEA.
- Governors are fully informed of all staff training agendas and any identified training needs.