



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Rainbow Forge Reading Policy 2023-2024

Intent

Here at Rainbow Forge, we value reading as a key life skill. We are dedicated to enabling all of our learners to become lifelong readers. Through providing a language rich environment as well as high quality, diverse texts, all children will have the opportunity to acquire and develop essential reading skills.

Children will apply these reading skills in a range of subjects across the curriculum and, as a result, develop their curiosity about the world around them.

We intend to have our pupils leaving Rainbow as lifelong readers, who have an instilled love of reading in them. For this to happen, we understand that children need to;

- Be read to regularly
- Have access to books
- Have choice in what to read
- Have trusted adults and peers recommend books
- Have fun reading experiences
- Have time to read

Experiences in reading will link closely to writing, with children developing a vivid imagination and ambitious vocabulary. By the time our children leave us in year six, we expect that they have become fluent and competent readers who can recommend books to their peers, want to explore new texts and genres and participate confidently in discussions about books.

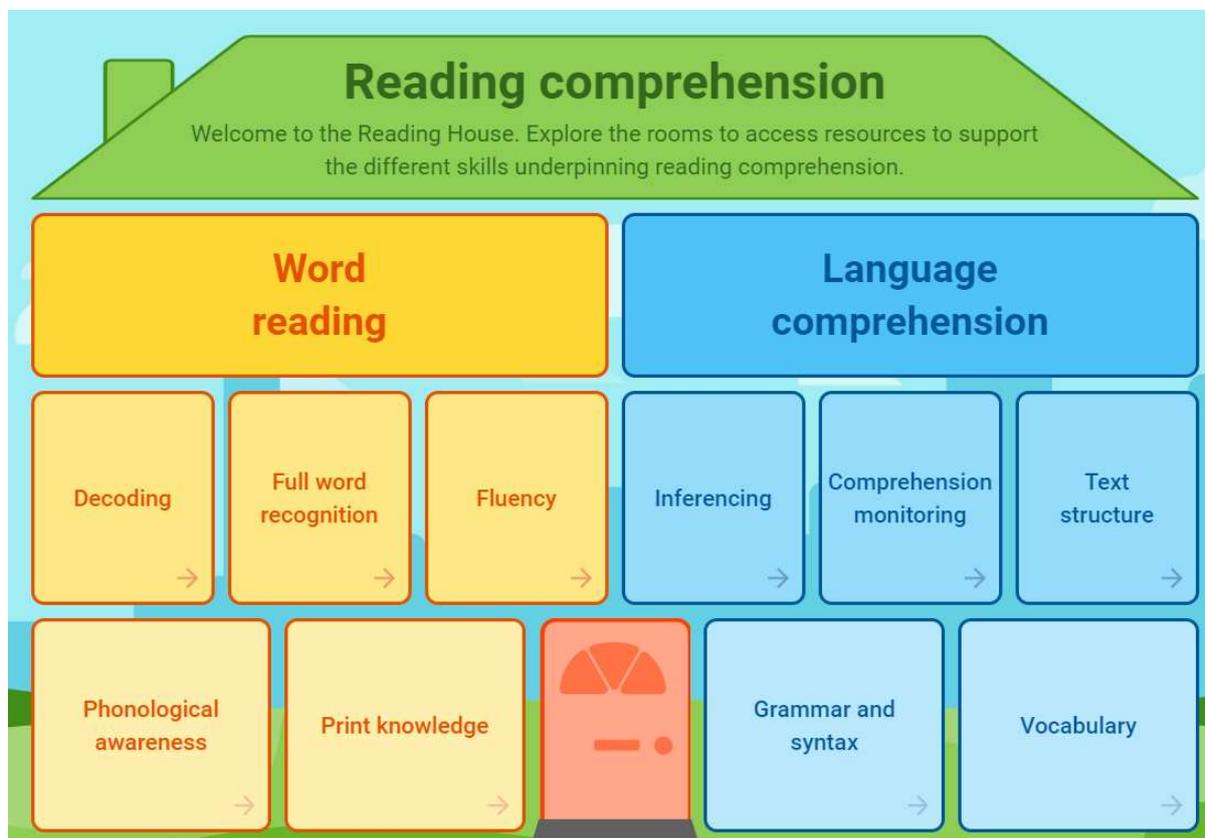
Why is reading important?

Reading is at the heart of our curriculum and our aim is not only to teach our children to become fluent and accurate readers, but to enthuse them to have a lifelong passion and love for reading.

Each classroom has an engaging and inviting reading area. Each class has a range of books including fiction, non-fiction and poetry, some are related to the topics being studied. These have been specially selected to be precious, engaging books which lend themselves to being read within a classroom. Each phase has a library that is stocked with texts for the children to choose from, this is where children can borrow books to take home and include the longer novels and specific information texts.

Implementation

At Rainbow Forge we ensure that our provision is based on up to date, robust evidence. The Educational Endowment Foundation reading house indicates the key areas of provision needed for effective quality first teaching:



Our Earliest readers

The content of our EYFS curriculum is driven by high quality texts, and enhanced by the interests of the children. Pre nursery base their planning on nursery rhymes while FS1 and FS2 are driven by traditional tales. This addresses the early literacy experiences gap we recognise some of our children face and fosters a love of reading and rhyme from the outset.

Phase 1 phonics starts at age 2 with children becoming aware of the sounds around them and distinguishing these. Children begin to learn that print has meaning and are read to multiple times a day, both in groups and individually. As they progress through our nursery setting the phonics becomes more structured with daily phase one sessions taught in our N2 room enabling the children to be blending and recognizing sounds within words ready for Phase 2 in FS2.

Word reading; Decoding, word recognition, phonological awareness

Rainbow Forge follows the Little Wandle phonics scheme. The children following the phonics scheme take part in 'Reading Practice Sessions' three times a week using the following format.

Session 1	Decoding	<p>In this session, children will recap the sounds and tricky words that are in the book. These sounds and tricky words will have been taught in phonics in the previous weeks. Children will then read some words from the book fluently. The teacher will have prepared flashcards for these. The children will decode these in their head (if age appropriate) and read aloud fluently. If there are any words in the book that children may be unsure of, the teacher can clarify them beforehand as well as practicing reading them.</p> <p>Children are asked to read independently. The teacher will 'tap in' to listen to each child read. If the child needs to decode the word, they are reminded to do so in their heads, where deemed suitable.</p> <p>Before the end of the session, the teacher can address any common errors with the children including specific words or tricky words. In this session, children should be reading this book with 90% accuracy.</p>
Session 2	Prosody	<p>In this session, children will recap the sounds and tricky words that are in the book again. Children will then read some words from the book fluently. Check the children remember the meaning of the new vocabulary covered yesterday.</p> <p>Children are asked to read independently. Again, the teacher will 'tap in' to listen to each child read.</p> <p>Then, the teacher will bring the group back together and, using the pre-selected pages, model how to read them using prosody. Teachers will draw attention to features of the text including verbs, punctuation, speech and characters feelings. The teacher will model a sentence before asking the children to repeat using prosody.</p> <p>If there is time, children can write down the sounds or tricky words that the teacher says.</p>
Session 3	Comprehension	<p>As with all of the sessions, it begins with a recap of GPC's, words and tricky words.</p> <p>Beforehand, the teacher should choose a reading domain as the focus of this lesson. The children will read the book independently. The teacher is to ask the question and allow children time to read the book to find the answer. The teacher could model explaining how they know the answer is right using APE (answer it, prove it, explain it) before continuing with other prepared questions. After this session, the children can take the book home to celebrate with parents and demonstrate their fluent reading.</p>

In FS2 and KS1, children are to read their decodable book for the three reading practice sessions at school. At the end of the week, children should be able to read their book at 95% fluency. At this point, they can take it home to celebrate their reading with their parents. It will be read at home for a week before being swapped for the book the children are reading in school. All children are expected to read their decodable book at least four times a week with a 'reading for pleasure' book being shared on the fifth day.

Moving on from Phonics...

Once children have completed the Little Wandle programme they have Reading Lessons that continue to develop fluency to perform/read aloud and ensure that the skills of fluency and comprehension are explicitly taught so that children are enabled to comprehend what they read at a deeper level.

These sessions allow children to hear good models of reading aloud through echo reading and text marking to phrase and highlight punctuation. Practice and re-reading enables children to be confident and competent when reading aloud.

PALS – partner assisted learning strategy

At Rainbow Forge we recognize that the key to excelling in and enjoying reading is fluency. Therefore from Y3 children are trained in the PALS approach, a cooperative learning strategy that teaches fluent reading, alongside skills in summarizing. This supports children in moving from decoding to read to read for understanding and to monitor their reading to ensure comprehension

Book Study

Key Stage 2 lessons are based on high quality texts, both short extracts and longer class novels in Book Study. The skills taught include retrieval of key information, inference, vocabulary, sequencing, predicting, understanding the intent of the author and making links between texts. This develops the children's comprehension strategies and deepens understanding of a range of high quality texts.

Reading Plus

Reading plus is an online reading tool which is perfectly pitched with a child's zone of proximal development. It encourages children to speed up their reading while coaching them through comprehension questions. Children access this from Y2 upwards both in school and at home.

Accelerated Reader

It is vital that the books children are taking home and practicing are pitched well to their ability. Children are assessed using accelerated reader to find their reading level. There is wide range of AR books in each phase library for children to choose from.

Read Aloud

“Reading aloud to children is considered one of the most highly effective strategies for fostering a range of literacy skills, both at home and within contemporary classrooms. “

Margaret Kriston Merga and Susan Ledger - United Kingdom Literacy Association UKLA

All teachers across the school will read aloud daily, selecting books to engage the children in their class. The texts will be either the current class novel, or other books along the same theme, or by the same author so children experience a range of genres and authors. In Key Stage 1 the children read the same book over a week. From the book a “Super 6” of words are chosen for the children to use verbally and in their writing to develop their vocabulary.

Home reading

Daily reading at home is tracked in school on a Friday. Children who haven't read will be identified by the class teacher and their parents will be contacted.

All classrooms have book corners with a range of texts available and they are regularly updated and reflect the priority of reading within the learning environment as well as the class topic. Each phase has a library that the children can visit to swap their reading for pleasure books.

Priority Readers

Here at Rainbow Forge, we are dedicated to helping our children become strong, dedicated readers. To do this, we have to identify those children who may slip behind. These are our ‘priority readers’

It goes on to say that we should focus on pupils whose attainment falls into the lowest 20% nationally rather than those whose attainment places them in the lowest 20% of our school.

How we identify our ‘lowest 20%’:

- Pupils who did not meet the ELG for reading in FS2.
- Pupils who achieved ‘emerging’ in reading in FS2.
- Pupils who did not pass the phonics screening check in year one.
- Pupils who achieved an exact score of 32 on the phonics screening check in year one.
- Pupils who achieved below the expected standard in reading at the end of KS1.
- Pupils who are working towards the expected standard in reading.

Children with SEND who also meet these criteria are added to our Priority Readers list but are additional to the lowest 20%.

We expect these children to receive extra support daily to boost their reading. These may include phonics sessions, extra phonics keep up and catch up sessions, daily reading with a member of staff, extra reading plus and targeted questions during reading practice sessions.

Progress of these children is carefully tracked each half term to ensure they do not get stuck and make continued progress.

Impact

Through the teaching of reading, the aim of our provision will impact children in the following ways:

- Learners will be able to read texts fluently and with good understanding across a range of genres.
- Learners will develop the habit of reading widely and often, for both pleasure and information.
- Children will be able to talk about books that they enjoy and make links between authors and texts.
- Learners will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Learners will be able to talk confidently and critically about what they have read and consider the author's intentions.
- Learners apply their reading confidently across a range of subjects within our curriculum.

We monitor the impact of our reading provision through termly assessments, lesson observations, pupil voice and monitoring of reading response books. Attainment in reading is measured in the school using a range of formative and summative assessment methods. Formal reading assessments are undertaken in the autumn, spring and summer terms in Years two to six. Children in year six take National SAT tests during the Summer term.

Teachers and Teaching Assistants assess individual pupil's decoding and comprehension strategies through whole class reading lessons, reading practice sessions as well as with one-to-one reading.

Teachers use the Multidimensional Fluency Rubric to ensure children are developing and progressing in this area of reading. They also use conferencing to assess their breadth and enjoyment of reading, this enables individual recommendations to be made to foster more reading for pleasure.

Useful Reading Websites

<https://www.booksfortopics.com/> - Recommended children's book lists

<https://www.booktrust.org.uk/books-and-reading/> - Suggested books for children, advice on how to read with your child, book lists, fun games, competition.

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx> - A collection of nursery rhymes and songs.

<https://wordsforlife.org.uk/> – Activities and support to develop language, literacy and communication skills.

Reading Provision

Daily 1:1 priority readers	Fluency focus	Whole class teaching of reading strategies in KS2	Parent Workshops
Reading bookmarks / rewards	Daily story time	Author visits	World Book Day celebrations
Book recommendations on ClassDojo	Reading Newsletter each half term	Reading for pleasure books	Reading ambassadors
Classroom reading area	Phase library	Class library visits two half terms a year	Reading volunteers
Opportunity for silent reading in KS2	After school book clubs	Little Wandle reading practice sessions	Accelerated Reader
Nessy intervention	Teacher, pupil & parent questionnaires	Poem of the week	PALS
Reading Plus	Sensory stories		

Appendix 1

Reading progression Grid

	Print Concepts	Phonology			Fluency	Vocabulary	Comprehension	Listening Links
Year 6					Reading Plus to continue to embed and ensure fluency, speed, prosody and understanding.	Builds vocabulary through reading. Builds vocabulary through morphology and etymology. Increased knowledge of tier 2 words. Discuss and evaluate authors choice of vocabulary Super 6 Active spelling Topic vocabulary teaching Book study	Can make recommendations/evaluations of reading based upon their understanding of the reader and the texts. Can compare texts for their success in content, purpose and enjoyment. Distinguishes between fact and opinion. Effectively uses comprehension strategies to understand what they are reading. Book study Extract analysis	At first, listening comprehension of the same material is better than reading comprehension. By the end - they are equal and for good readers reading may be more efficient Reading Plus
Year 5				Reading Plus to continue to embed and ensure fluency, speed, prosody and understanding.	Can discuss and summarise the details, main events, characters, sequences ideas, etc. in a text. Can identify similar themes Book study Extract analysis			
Year 4				Reads with appropriate pace, expression, phrasing and smoothness. PALS Fluency project techniques				
Year 3		Phonics intervention with matched books for those who need it.			Increase reading and speed, prosody and understanding PALS Fluency project techniques		By the end of this stage 3000 words can be read and 9000 are known when heard. Listening is more effective than reading	
Year 2		Knows that words have correct spellings Active Spelling	Attempts unfamiliar words with some accuracy Little wandle reading sessions	Reads words with two or more syllables Little Wandle matched books	Reads most words accurately, including some unfamiliar, and can focus on understanding Little wandle reading sessions Reading Plus	Uses roots, prefixes and suffixes. Uses context clues to understand new words. Increased knowledge of Tier 2 words. Active spelling Active grammar	Understands and follows simple written instructions Can summarise the important details of a story/text Can make simple inferences about emotions, events and future events in a story Relates personal experiences and reading experiences to help them understand a story/text	Listening to high quality texts daily

							Reading session 3: comprehension	
Year 1	<p>Knows the parts of a book: Title, chapters, contents page, index, etc.</p> <p>Daily story time Little Wandle matched reading books 3xweek</p>	<p>Knows letter names and uppercase/lowercase letters</p> <p>Handwriting lessons</p>	<p>Knows all 40+ phonemes</p> <p>Little Wandle inc. Keep up/Catch up</p>	<p>Blends sounds to read most familiar words and attempts some unfamiliar words</p> <p>Little Wandle inc. Keep up/Catch up</p>	<p>Reads books with known phonemes quickly and with understanding</p> <p>Little Wandle matched books</p>	<p>Talks about new words and their meanings, synonyms and antonyms</p> <p>Super 6 Topic vocabulary teaching</p>	<p>Makes simple, relevant predictions</p> <p>Answers retrieval and inference questions about stories read aloud</p> <p>Makes links to prior knowledge in discussion</p> <p>Reading session 3: comprehension</p>	<p>Reading language is a lower level than listening approximately 4000 words/600 words</p> <p>Listening to high quality texts daily</p>
EYFS FS2	<p>Knows the text is read from left to right and from top to bottom, sweeps back to left.</p> <p>Know the difference between a word and a letter.</p> <p>Knows about spaces in between</p> <p>Daily story time Modelling reading daily on screen or large print book. Writing lessons</p>	<p>Identifies initial sounds and then orally segments and blends</p> <p>Little Wandle phonics</p>	<p>Uses known letter/sound to decode regular simple (CVC, CVCC, etc.) words</p> <p>Little Wandle phonics</p>	<p>Reads simple sentences</p> <p>Decodable books Read section of the lessons.</p>	<p>Reading automaticity with some common words</p> <p>Little Wandle 'tricky words' Daily practice at reading without sounding out.</p>	<p>Uses new words in spoken language and creates longer sentences</p> <p>Super 6 Hanan training</p>	<p>Answers open ended questions about stories: How?, Why?, etc.</p> <p>Daily reading with comprehension questions</p>	<p>Understands what is read to them, knows 1000s of words but can read few</p> <p>Hanan focus on language. Early identification of SLCN</p>
Pre-school	<p>Knows how to handle books and turn pages.</p> <p>Knows that books tell stories</p> <p>Daily story time from age 2 Access to book corner Parent workshops to teach importance of this</p>	<p>Notices letters in own name</p> <p>Name in environment Daily name writing N2</p>	<p>Talks about sounds heard in word</p> <p>Daily phase 1 phonics</p>	<p>Hears rhythm and rhyme in language</p> <p>Protected nursery rhyme time.</p>		<p>Learns words for objects in the environment</p> <p>Hanan training supporting teachers with extending vocabulary and conversation.</p>	<p>Relates personal experiences to stories read aloud</p> <p>Daily story times with reflection</p>	
	Print Concepts		Phonology		Fluency	Vocabulary	Comprehension	Listening Links