



Motivate and Celebrate Success

Reading

at Mount Charles School

Policy Agreed:

Policy Review Date:

Contents

1. Curriculum Statement - Intent
2. Teaching and Learning - Implementation
3. Assessment
4. Organisation
5. Reading at Home
6. Equal Opportunities
7. Inclusion
8. Role of the Subject Leader

1. Curriculum Statement

INTENT

At Mount Charles, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading; a good knowledge of a range of authors; be able to see themselves and their families represented in a text and be able to understand more about the world around them by reading. By the end of their time at our school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

We are determined that every pupil will learn to read at Mount Charles Primary School and we aim for everyone to develop a life-long love of reading.



IMPLEMENTATION

Early Reading

Children at Mount Charles School read books that match their reading level at home and in school...

In Reception children start by reading 'Sound Blending' books that match the sounds that they have been taught in Read Write Inc. (RWI) lessons. This ensures that all words are fully decodable. All parents are invited to attend a reading session in the first term of their child starting school. This is to ensure that parents can fully engage and support reading at home.

In Key Stage One the school has invested in Read, Write Inc. Book Bag Books which match the RWI phonics program and support children to develop their decoding and fluency skills.

Children in Key Stage 2 are assessed half termly using our accelerated reader system. This provides a specific range in which pupils can choose books which will be appropriate for their level. This is then checked by the class teacher and monitored by senior leaders to make sure the children are reading the right books.



RWI Phonics

We start teaching phonics within the first week of children starting school using the Read, Write, Inc. phonics scheme. By the end of the first term we expect all pupils to know all set 1 sounds and to be able to blend having read the sound blending books 1-10. By the end of the Reception year all children will be confidently blending to read green/purple story books, meeting the ELG for Reading. All of our reading leaders are RWI trained and our most skilled reading leaders are always placed to support pupils. Teaching of phonics is delivered with the aim that gaps do not arise. However, any children requiring further support are targeted through swift daily interventions and ongoing 'pinny time'.

Throughout the program the children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or group of letters, they need to represent them in their daily Speed Sound lesson. Simple and fun mnemonics help the children to grasp the letter-sound correspondences quickly. This learning is taught and consolidated every day. High frequency words that are not phonetically regular are taught as 'tricky' words and are practised frequently.

The Five Principles

Mount Charles adopts the RWI five core principles for teaching and learning. These are to:

1. Know the **PURPOSE** of each activity and share it with the children.
2. Be **PASSIONATE** about teaching so that the children are engaged emotionally.
3. Teach at an effective **PACE**.
4. Ensure that every child **PARTICIPATES** individually and through partner work.
5. **PRAISE** effort and progress – not ability.

Children begin the program by learning the 44 pure sounds that make up the Simple Sound Chart. The order of teaching is specific to allow the children to quickly learn enough sounds to begin blending sounds to read words and segment words into sounds in order to spell.

The structure of the lesson remains the same each day and children are taught in stage-appropriate groups. During the lesson the children will say, read and write the grapheme linked to the focus sound. The children are taught the formation of each letter through a handwriting phrase such as 'a – around the apple and down the leaf'.

During the Wordtime section of the session, children begin by blending orally using Fred Talk and then work towards blending using sound cards and magnetic letters. Those who become confident at the skills involved in 'learning to blend' move on to 'blending independently' using the Green Word cards.

Set 3 Speed Sounds are taught as soon as a child can read Set 2 Sounds at speed. At this point, the children have learned one grapheme for each sound. They will now learn different ways of writing the same sounds. The structure of teaching these sounds remains the same.

Children read story books during their RWI lesson which match their Phonics ability accurately. They read a story three times. On the first read, children focus on accurate word reading; the second, on developing fluency and on the third, comprehension.

Accuracy

Children learn to read new sounds and review previously taught sounds, sound out the names of characters and unfamiliar words, understand the meaning of new words and read the story for the first time.

Fluency

Children learn to read the words in the story at speed, track the story, 'jumping in' when the teacher hesitates, read the story with increased speed during their second read.

Comprehension

Children learn to predict the outcome after listening to the story introduction, discuss and compare key moments in the story, read the story with a story teller's voice during their third read and answer questions about the story.

Children have the opportunity to read the RWI Book Bag books as part of the Home Reading offer.

Fresh Start is for children in Y5 and Y6 who are still learning to read. Fresh Start is structured in the same way as the Phonics program, but uses age-appropriate texts.

Children are assessed and grouped each half term according to their phonological knowledge. Ongoing assessment means that groups are constantly adjusted to ensure best progress for each child as they work in a group based on their stage of reading not their age.

Keep Up, not Catch Up

Regular assessment allows for accurate identification of those finding it difficult to keep up with the pace of learning and so need an additional 1:1 intervention. This takes place in addition to their daily reading lesson and uses the same RWI program but with smaller teaching steps. Staff are specifically trained to become 'tutors' and children make rapid progress when the best reading teachers give them this individual attention.

Master Classes and Development Days

In order for our Reading Teachers to stay up-to-date and to ensure our lessons remain effective, regular Masterclasses are held. These are short meetings which focus on one aspect of the Reading Leader's monitoring and allow teachers to reflect on and refine their practice.

Each term, we work alongside a Ruth Miskin advisor during a Development Day. This day challenges and supports the Reading Leader to moderate assessment judgements, validate grouping, offer CPD for Reading Teachers and use tracking systems to monitor progress.

Mount Charles School ensures that pupils catch up if they fall behind...

Ensuring pupils keep up and do not need to catch up is our primary ambition. However, there can be a number of reasons why a pupil may need support catching up including, for example, pupils who have joined us from another school, pupils who may have experienced trauma and are vulnerable and pupils with a special educational need. If falling behind in reading, these pupils are identified quickly and intervention is put in place. This is monitored closely by our Early Reading Lead and wider SLT.

EYFS and Key Stage 1

From the end of Autumn 1 in EYFS, children are regularly assessed using half termly RWI assessments. This assessment data is inputted onto the RWI school portal and identifies pupils not making expected progress. When grouped after RWI assessments—careful consideration of individual pupils' needs are taken into account including using the strongest teacher's to teach those most at risk of falling behind.

In addition to the half termly assessment schedule, Year 1 pupils are also assessed in November, April and June using a Phonics Screening Analysis tool to identify those at risk of not achieving the expected standard in the Year 1 Phonics Screening Check (PSC). These children receive one-to-one tuition from a trained Mount Charles RWI leader. Any Year 1 pupil who does not pass their PSC will receive additional support in Year 2 to help them pass their retake.

Key Stage 2

Those falling behind in Key Stage 2 are identified through Pira Assessment Data and half termly Accelerated Reader screening reports. These children are identified as underachieving readers and are expected to read daily to an adult in order to help them catch up. Every classroom has a list of 'daily readers' which includes children who are prioritised by the teacher and TA when hearing pupils read aloud.

At Mount Charles School every child facing member of staff is a teacher of Reading...

Leaders ensure all staff that teach phonics have had the full two day Read, Write, Inc training and every child facing member of staff receive reading updates throughout the year. Priority is given to reading when the CPD and curriculum budgets are set for each academic year to ensure that every member of staff feels secure and confident in their ability to deliver excellent teaching of reading. External development days ensure all staff are teaching reading correctly and where improvements need to be made. Where this is the case, training is swiftly implemented and the impact of this tracked so that all staff are reading experts and know how to break down and teach each reading skill. The same high quality training is given to newly appointed members of staff and this is prioritised as part of staff induction. Teachers and support staff use half termly assessments to inform planning, teaching and intervention. English Leaders check interventions are having impact through monitoring and regular assessment cycles.

Whole Class Reading

By Key Stage 2, we expect all our pupils to be ready for daily Whole Class Reading sessions. These focus on vocabulary development, the development of specific reading skills through 'Vocabulary Infer Purpose Explain Retrieve Summarise' (VIPERS) and immersion in a wide range of texts. These lessons are taught through high-quality, vocabulary-rich class novels as a stimulus for deeper thinking and discussion and promote reading stamina. Pupils are encouraged to make links between the texts and use them to develop their knowledge of the world around them.

Whole class reading ensures pupils read daily with their teacher. They move at pace through an appropriately challenging text and benefit from the teacher's expert explanations, modelling, questioning and feedback.

The structure of the reading lessons provide pupils with key vocabulary understanding before they come across tier 2 and 3 vocabulary in the text as well as the skills to identify a range of question types and the knowledge required to answer these.

During a reading lesson, questions are unpicked for meaning, the teacher models answers, reads aloud to the class and then pupils work independently using the skills and knowledge acquired. Following this sequence, answers are shared

and discussed so that the pupils understand where have been successful and how to improve. Pupils who find it difficult to access the text are supported by a TA.

Each Whole Class Reading text has been chosen for a particular reason: to develop knowledge of the wider curriculum topic; for its level/breadth of vocabulary; structure of the text; interest of pupils or phase of school year/life. These texts expand pupil vocabulary and knowledge on each topic and challenge their knowledge and understanding of the world. Some pupils need help to access the text and this will be provided during the lesson. Others will be challenged to discuss and evaluate at a deeper level eg. the structure, vocabulary and content of the text. All children will be taught to explain their answers, using evidence from the text where appropriate and from Year 5, exam techniques are explicitly taught.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Session on question types - VIPERS	How to clarify word meaning / Skimming and scanning	VOCAB useful for the whole book	Introduction of book and activation of prior knowledge	Shared reading
2	VOCAB	Shared reading	Shared reading	Shared reading	Wider focus sessions
3	VOCAB	Shared reading	Shared reading	Shared reading	Wider focus sessions
4	VOCAB	Shared reading	Shared reading	Shared reading	Wider focus sessions
5	VOCAB	Shared reading	Shared reading	Shared reading	Wider focus sessions
6	VOCAB	VOCAB	Shared Reading	Shared Reading	Book review Session



Mount Charles Chosen Texts

At Mount Charles, we strongly believe that reading for pleasure is key for educational and personal development. Through our whole class texts, whole school reading spine and carefully selected additional topic texts, we aim to inspire and motivate all pupils to immerse themselves in books they enjoy and can see themselves represented in. All pupils are encouraged to discover new authors and genres whilst enjoying those they already know.

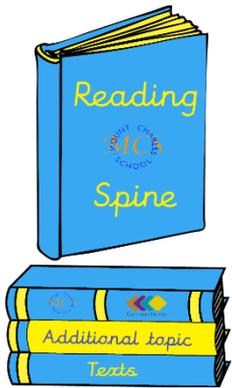
Whole Class Reading Texts

These books have been carefully chosen to engage pupils in high quality texts and promote curiosity through reading. Each year group covers a range of genres and text styles throughout the year to challenge pupils in their reading skills and understanding of the world around them. The key genres outlined in the National Curriculum as well as the Five Plagues of Reading from 'Reading Reconsidered' by Doug Lemov were given careful consideration when making these book choices to ensure a breadth of genre and text structure. In addition, books which provoke thought and response have been chosen as well as consideration given to different authors and topics.





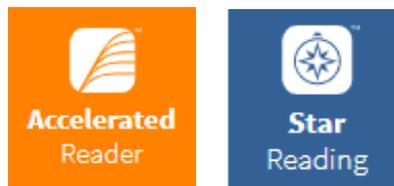
Whole School Reading Spine



Each year group has six carefully chosen recommended reads (see Appendix A) which focus on developing a child’s desire to read for pleasure. The books have been sourced from various recommended book lists including Pie Corbett’s Reading Spine, BooksForTopics.com and The Five Plagues Reading Spine. They are a mixture of classic and new authors and all contain the first in a series in order to encourage children to want to read the next book when finished.

Additional Topic Texts

These are texts linked to the wider curriculum unit or class text either by author or subject matter. They are a mixture of fiction and non-fiction and are chosen specially to help develop pupils’ subject knowledge and develop cross-curricular links. There are currently two books that have been chosen per wider curriculum topic and this list is reviewed each year as new, high quality texts are released.



Accelerated Reader and Star Testing

We use Accelerated Reader to motivate, monitor and manage pupils’ independent reading practise. Star Testing data produces personalised goals set according to comprehension ability (average percentage correct), quantity (engaged reading time) and complexity (book level). Pupils can track their goals independently allowing them to take ownership of their learning. This is monitored in class through an ‘accuracy and progress towards target’ display which gives pupils access to visual representation of where they are on their progress journey. Teachers take time to study whole class reading texts thoroughly when planning lessons and ensure they are familiar with the reading spine for their year group as well as additional recommended texts so that they can promote a love for reading whilst having good understanding of pupils’ progress towards targets.

How it works in school

Star Testing

Each pupil takes a Star Test at the beginning or end of a half term. These are completed online. Questions are multiple choice and increase in difficulty as pupils answer correctly. If a pupil is struggling to answer the questions set, the software recognises this and adapts the test questions appropriately to make the test more achievable overall. Pupils are trained to let a question 'time out' instead of guessing from the answer choices given.

Book choice

Following their Star Test, pupils are given a ZPD (Zone of Proximal Development) which gives them a range of readability levels from which to select books to read. Teachers will add their own judgement to this and may choose to start a pupil higher or lower than the suggested range. Pupils do not have to read a book at every step in this range, but will need guidance and encouragement to move up whilst varying the length of book during their time in each ZPD. It is important pupils feel they have an element of choice over which books they read in order to help develop reading for pleasure. There is no need to read every book in each level and teachers should use their judgement and knowledge of the texts to help facilitate book choices that lead to progress being made.

Book Labels

Book level (ZPD): this considers the average sentence length, average word length, word difficulty level and the total number of words in the **book**. (It is noted that books with made-up words could have a higher level purely because of this)

Points: based on word count and complexity of plot.

Interest levels: it is important that the children are aware of these and read at the appropriate level.

LY – ages 5-8 MY – ages 9-13

MY+ - ages 12+ UY – ages 14+

Quizzing

On completion of a book, pupils take a quiz which consists of five or more multiple choice comprehension questions. These assess understanding of the text and are retrieval questions. Pupils are expected to achieve 85% or more in this quiz before progressing on to their next chosen book. If a pupil scores below this, an adult will discuss this with them and they will take the quiz again if it is deemed necessary. Quizzing is not a memory test and pupils can use their book to find the answer. It might be suitable for some pupils to work with an adult and explain their answer before selecting. If a pupil is regularly achieving 100% the teacher will check they are reading at an appropriate level and may prompt them to read a more challenging ZPD or a book with more points (complexity).

Accelerated Reader Targets

A pupil has two targets:

- 1) **85% accuracy in quizzing.** This is the same for all pupils. This means for a 0.5 level book with five questions they have to get them all correct. This is expected of all pupils and will be challenged if they regularly do not.
- 2) **Individual points target.** Each time they quiz they achieve the percentage of those points based on the percentage of questions they get correct. Eg 10/10 correct = 100% of the points, 8/10 correct = 80% of the points. If a pupil achieves less than 60% of the questions correct, they will not achieve any points and will need to retake the quiz. The points target is recommended by the computer based on the pupils' ZPD and total of minutes reading each day. The teacher can change the targets (this is highly recommended) using their knowledge of their pupils' and progress towards previous targets. If a pupil achieves their target in 2 weeks, then it was too easy – they can be set another and given a more challenging target next time. If they do not reach their target within a half term, this needs to be considered when setting the next one.

Both of these targets are shared through a class 'accuracy and progress towards target' display. The individual points target is measured in percentage achieved to enable all pupils to succeed whatever their target.

3. Assessment

Qualitative Assessment

In Early Years and Key Stage 1 pupils are assessed by their reading teacher every lesson. Same day 'keep up' intervention is given where applicable. This intervention takes the form of short, sharp 'bursts' of speed sound recall at the start of every afternoon until this knowledge becomes embedded in long term memory. At Key Stage 2, pupils are assessed daily in relation to the learning objective and success criteria. Subsequently, adaptations are made in planning and provision as necessary. For example, the class teacher might work through a misconception with a small group or individual. Where further, significant support is needed, Fresh Start, NESSY or Lightening Squad intervention sessions led by a trained member of support staff are delivered and progress of target pupils is monitored by the SENDCO and Assessment Lead.

Summative RWI Assessment

From the end of Autumn 1 in EYFS, children are regularly assessed using half termly RWI assessments. This assessment data is tracked on an online RWI school portal and identifies pupils not making the expected progress. These pupils are targeted with intense catch up sessions and may be targeted in daily teaching by the very best reading teachers.

Summative Reading Assessment

Reading is assessed termly using PIRA - standardised assessment papers. These support teachers to confidently assess each of the content domains and generate diagnostics about strengths and weaknesses which in turn inform planning.

Teachers make their teacher assessments at the end of each term which is recorded on INSIGHT, the trust wide online assessment tracker.

4. Organisation

In EYFS and Key Stage 1, RWI lessons are held on a daily basis and last for approximately one hour. For pupils who have completed the RWI programme (from Year 2 onwards) they have a one-hour whole class reading session which focus on vocabulary development, the development of specific reading skills through VIPERS and immersion in a wide range of texts.

5. Reading at Home

During their time in Early Years (EYFS) and Key Stage 1 (KS1), pupils are given a home reading book to share and read with adults at home that are phonetically decodable for pupils. No book is sent home during EYFS or KS1 that children cannot experience success in reading independently at home. Words that are not phonetically decodable and therefore cannot be read on sight easily need regular practise and so flash cards for these words are sent home weekly in EYFS and parents are encouraged to display these in prominent areas in the house for children to 'tap and read'. Parents are not expected to 'teach' their children phonics/how to read but are signposted to helpful online RWI resources via the school website as well as being invited into school to see phonics teaching in action and receive helpful tips and advice on supporting their child with learning to read. Ultimately the emphasis on home reading is to 'read regularly at home with your child and enjoy as many books together as possible.' Reading at home is recorded on the child's online reading journal using Boom Reader. This is then carefully monitored in school by staff and the Reading Lead.

At Key Stage 2, pupils choose a home reading book from a selection of texts appropriate to their reading ability (see Accelerated Reader and Star Reading section above). Reading is expected at home at least three times per week in all year groups Year R – Year 6 and this should be documented by parents on ‘Boom Reader’, an online home reading journal. Pupils can select books from the year group Reading Spine collection and use these as their home reading book if within an appropriate ZDP bracket.

6. Equal Opportunities

At Mount Charles we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of reading and be supported in this process.

7. Inclusion

Teachers will aim to include all pupils fully in their daily reading lessons. Teachers will differentiate to meet the needs of all pupils and use teaching assistants to support pupils where appropriate. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme for example RWInc phonics or Fresh Start.

8. Role of the Subject Leader

The leadership of the reading curriculum is the responsibility of the subject leader who:

- * ensures the school has an effective reading curriculum for staff to follow. They ensure staff new to the school, including ECTs understand the reading curriculum and how to deliver it effectively;
- * supports colleagues in their teaching by keeping them informed in current developments in phonics and reading;
- * writes a subject action plan, informed by the whole school improvement plan;
- * carries out triangulated monitoring to identify strengths across the school, CPD priorities and inform action planning;
- * delivers and/or sources appropriate training for staff;
- * tracks progress across the school with particular emphasis on identified target pupils;
- * leads planning, preparation and effective execution of world book day annually;
- * ensures the texts available to pupils are reviewed annually and updated/replaced as necessary.

IMPACT

Subject Leader monitoring has shown:

- o Pupils enjoy reading a wide range of genres and apply their skills and knowledge independently
- o Pupils of all abilities feel success in RWI and WCR lessons
- o Pupils benefit from being read aloud to – this impacts positively on their use and understanding of a wide range of high-quality vocabulary
- o Pupils talk with passion about their reading
- o Teachers plan lessons that meet the needs of all learners
- o Teachers are secure in their subject knowledge
- o In 2022, 91% of children met the expected standard in the Year 1 phonics screening. 64% of Year 2 children reached at least the expected standard at the end of KS1 and 75% of Year 6 children reached at least the expected standard in reading at the end of KS2.

Impact of reading at Mount Charles School is carefully tracked and measured by...

- * Early assessment of Reception pupils in the Autumn term for phonics grouping.
- * Ongoing assessment and data analysis by the Early Reading Lead in EYFS and KS1.

- * Weekly observation and practise time (masterclass) for all reading teachers.
- * Termly RWI Development Day with Ruth Miskin consultant.
- * Termly Freshstart assessments for Early Readers in KS2.
- * Termly PIRA assessments (Year 1-6)
- * Analysis of the PIRA assessments by the Reading lead who then shares action points and priorities with class teachers.
- * Termly data meetings to review pupils' individual progress and progress of the class.
- * Regular analysis of Boom Reader online reading journal to monitoring engagement.
- * Termly Accelerated Reader Star tests to identify pupils reading level and appropriate books to provide challenge; followed by ongoing Accelerated Reader quizzes every two weeks to ensure regular progress and monitoring. This is monitored by the Reading Lead and by class teachers.
- * Analysis of pupils reading age termly by class teachers.
- * Weekly Nesy reports to the Reading Lead.
- * Half-termly monitoring of children's reading outcomes in workbooks.
- * Half-termly learning walks to monitor reading teaching – successes and feedback given to teachers.
- * Pupil conferencing linked to reading.

Appendix A - Whole School Reading Spine Books

