



Grove School

# Policy for Reading and Phonics

Mission statement:

**“Enjoy, learn, achieve”**

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## **Grove school**

### **Policy for Reading**

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#### **The reading curriculum – we aim for the children to be able to:**

Read, retell and really understand.

#### **Teaching – we aim for all teachers and teaching assistants to be:**

Experts in the teaching of reading and phonics

## **1. Word reading and comprehension**

Reading consists of two dimensions:

- \* Word reading: (word recognition processes)
- \* Comprehension: both listening and reading (language comprehension processes)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.

Comprehension skills develop through pupils' experience of high-quality conversation with the teacher as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live and to establish an appreciation and love of reading. Reading widely and often increases pupils' understanding and vocabulary because they encounter words they would rarely hear or use in everyday speech. It also opens up a treasure-house of wonder and joy for curious young minds.

## **2. Phonics at Grove School**

Little Wandle Letters and Sounds Revised is the systematic synthetic phonics programme used in EYFS, Key Stage One, and with new to English and pupils with special educational needs in Key Stage Two who continue to require support with phonics. This scheme is used to teach the letter sounds, phonemes and graphemes. All teaching staff in Grove School are required to know, understand and use, in their day-to-day teaching the mantras, strategies, resources and givens outlined in the Little Wandle Letters and Sounds Revised planning.

Pupils who are new to English and pupils with special educational needs in Key Stage Two will be assessed to identify whether they require the rapid Catch Up programme or the specific Special Educational Needs programme. This decision is made in conjunction with the assistant head teacher for the key stage the child is working in.

Information about Little Wandle Letters and Sounds Revised can be found at <https://www.littlewandlelettersandsounds.org.uk/>. All staff have a Little Wandle Letters and Sounds account and receive training on the delivery of the systematic synthetic phonics scheme as part of their induction process.

All pupils in Reception, Key Stage 1 and new to English and pupils with special educational needs in Key Stage Two receive daily phonics lessons.

The SSP has clear and ambitious end points for each term. Teachers complete half termly assessments in Reception, Year 1 and Year 2 and in Key Stage Two for pupils who did not meet the phonics screening check in Key Stage One. Assessment heat maps are used by leaders and teachers to make strategic changes to the organisation of teaching groups and to identify the lowest 20% of readers and ensure they are supported with regular, daily, high quality keep up to catch up teaching by staff who are skilled in the teaching of phonics.

### **3. Expectations for pupils in reading and phonics**

#### **EYFS**

##### Listening, attention and understanding

Pupils listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They make comments about what they have heard and ask questions to clarify their understanding. Pupils give their attention to what others say and respond appropriately, while engaged in another activity. They follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

##### Speaking

Pupils Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Pupils express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

##### Reading

By the end of Reception, pupils read and understand simple sentences. They can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Pupils can say a sound for each letter in the alphabet and at least 10 digraphs. They can read words consistent with their phonic knowledge by sound-blending.

Pupils demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate, where appropriate, key events in stories and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## **Year One**

During Year 1 teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound out and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter/s on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. Pupils should be helped to read words without overt sounding and blending after a few encounters.

Pupils should be taught to develop a pleasure in reading by listening to and discussing a wide range of poems, stories and non-fiction texts; being encouraged to link what they have read or heard to their own experiences; become familiar with key stories, fairy tales and traditional tales, retelling them and recognising and joining in with familiar phrases; and discussing word meanings. Pupils should check the text makes sense to them, discuss the significance of events, make inferences about what is being said and done, predict what might happen next and explain clearly their understanding of a story.

## **Year Two**

Pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes accurately and without undue hesitation by sounding them out in books that are matched closely to each pupil's level of word reading. Pupils should also be able to read many common words containing GPCs taught so far, such as shout, hand, stop, or dream, without needing to blend the sounds out loud first of all. Pupils' reading of common exception words, such as you, could, many, or people, should be secure. Pupils increase their fluency by being able to read these words easily and automatically. After completing the Little Wandle Letters and Sounds fluency assessment, children should move off the phonics scheme and away from the Big Cat Collins reading books onto the Rigby Star reading scheme. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them during Year 1; and make links between texts they have read.

During Year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems and information books, including whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary and comprehension.

Pupils should continue to develop a pleasure in reading and have a motivation to read. They should listen to and express views about a wide range of contemporary and classic poetry, stories and non-fiction texts; discuss the sequence of events in a book and how information is related; discuss and clarify the meaning of words; discuss their favourite words and phrases; and continue to build up a repertoire of poems learnt by heart. Pupils should answer and ask questions about a text, predicting what might happen next.

## **Lower Key Stage Two**

Pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories and poetry and learning to read silently to themselves. They should also be developing their knowledge and skills in reading non-fiction books about science, history, and geography.

Pupils should continue to develop positive attitudes towards reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction texts and reference books; retell texts orally; identify themes in a wide range of books; and prepare poems and play scripts to read aloud and perform. Pupils should understand what they read by discussing the meaning of words in context; asking questions to improve their understanding of a text; infer a characters' feelings, thoughts and motives from their actions and justify these inferences with evidence; predict what might happen next from details stated and implied; identify the main ideas from more than one paragraph; and identify how language, structure and presentation contribute to meaning. Pupils should retrieve and record information from a non-fiction text.

## **Upper Key Stage Two**

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and should be able to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read.

#### 4. The Reading Schemes

The school has invested in the Collins Big Cat reading scheme. The programme is aligned with the Little Wandle Letters and Sounds Revised programme to allow the deliverance of effective phonics with fully decodable books.

The reading scheme is colour banded according to the different phases:

- Pink – phase 2
- Blue – phase 3
- Green – phase 4
- Gold – phase 5.

The school has the following expectations for pupils in each age group. These expectations are for pupils working at age related level, i.e. the majority of pupils in a year group. Pupils with Special Educational Needs may be working in the previous year groups expected levels.

Targets are set for each pupil in each class and are detailed in the school improvement plan. Teachers and teaching assistants are clear about the number of pupils in their class who are expected to be working at age related levels and at greater depth. An example of how this is recorded on the school improvement plan is 24/30 pupils at ARE and 6/30 pupils at GD. Progress towards these targets are reviewed at the end of each term with senior leaders. Age related expectations apply to pupils in the following ability groups: Zebras, Lions, Tigers.

In the table below the Phase refers to the Phases of phonics detailed in Little Wandle Letters and Sounds Revised.

The name of the reading scheme is highlighted in **bold**.

Year Group	Autumn term	Spring term	Summer term	Expected standard
Nursery	Pupils in Nursery are introduced to the sounds that letters make. They identify the initial sounds in words when shared orally. Staff share books identified in the curriculum overview. Pupils take home a wordless book to share with their parents each week.			By the end of nursery, pupils are aware of all 26 letter sounds and can blend orally.
Reception	<b>Collins Big Cat for Little Wandle Letters and Sounds Revised</b>  Phase 2 Set 1 -3	<b>Collins Big Cat for Little Wandle Letters and Sounds Revised</b>  Phase 2 Set 4-5  Phase 3 Set 1	<b>Collins Big Cat for Little Wandle Letters and Sounds Revised</b>  Phase 3 Set 2  Phase 4 Set 1	By the end of reception Phase 3 phonics is achieved.  Phase 2 and 3 books are completed.

				<p>Expected, good level of development</p> <p>Pupils to achieve over 80% on end of half term summative LWLSR assessments.</p> <p>Pupils who are exceeding should be working within Phase 4 phonics.</p>
Year Group	Autumn term	Spring term	Summer term	Expected standard
Year 1	<p><b>Collins Big Cat for Little Wandle Letters and Sounds Revised</b></p> <p>Phase 4 Set 2</p> <p>Phase 5 Set 1 (from week 4)</p>	<p><b>Collins Big Cat for Little Wandle Letters and Sounds Revised</b></p> <p>Phase 5 Set 1 (finish)</p> <p>Phase 5 Set 2-3</p>	<p><b>Collins Big Cat for Little Wandle Letters and Sounds Revised</b></p> <p>Phase 5 Set 4 - 5</p>	<p>Pupils to achieve 32/40 in the phonics screening</p> <p>By the end of Year 1 Phase 5 phonics is achieved.</p> <p>Phase 4 and 5 books are completed.</p> <p>Pupils to achieve over 80% on end of half term summative LWLSR assessments.</p>
Year Group	Autumn term	Spring term	Summer term	Expected standard
Year 2	<p><b>Rigby Star</b></p> <p>Turquoise</p>	<p><b>Rigby Star</b></p> <p>Purple</p> <p>Gold</p>	<p><b>Rigby Star</b></p> <p>White</p> <p>Pupils working at greater depth reading at Lime level.</p>	<p>Achieved Phase 6 phonics.</p> <p>Achieved White/Lime books ready for Navigator Brown</p>

Year Group	Autumn term	Spring term	Summer term	Expected standard
Year 3	<b>Navigator</b> Brown Book 1 and 2	<b>Navigator</b> Brown Book 3 Comets Stage 1 and 2	<b>Navigator</b> Brown Comets Stage 3 Bug Club brown	ARE Navigator brown  GD Comets Year 3
Year 4	<b>Navigator</b> Grey Book 1 and 2	<b>Navigator</b> Grey Book 3 Comets Stage 1 and 2	<b>Navigator</b> Grey Comets Stage 3 Bug Club grey	ARE Navigator grey  GD Comets Year 4
Year 5	<b>Navigator</b> Blue Book 1 and 2	<b>Navigator</b> Blue Book 3 Comets Stage 1 and 2	<b>Navigator</b> Blue Comets Stage 3 Bug Club blue	ARE Navigator blue  GD Comets Year 5
Year 6	<b>Navigator</b> Red Book 1 and 2	<b>Navigator</b> Red Book 3 Comets Stage 1 and 2	<b>Navigator</b> Red Comets Stage 3 Bug Club red	ARE Navigator red  GD Comets Year 6

For pupils working below age-related expectations or not making expected progress the following reading programmes support them. These pupils are typically in the following ability groups: Tigers (falling behind, needing additional support) Gazelles (pupils with SEND support) and Parrots (pupils who are new to English and new to reading in English). Pupils who did not achieve the phonics screening threshold and who do not have a sound grasp of the GPC will, following assessment, be taught daily using Little Wandle Letters and Sounds Revised and will practice and apply their phonics skills in the reading scheme matched to the phase of phonics they are working in.

## **5. The organisation of reading and phonics**

### Nursery

A daily 15-minute phonics session focussing on identifying letter sounds and oral blending.

A daily 15-minute reading session in which teachers share books identified in the EYFS curriculum overview.

### Reception and Year 1 (and pupils being supported by the phonics scheme in Key Stage 2)

A daily 30-minute reading practise session 5 days a week focussing on the following areas:

Day 1: Decoding

Day 2: Decoding

Day 3: Prosody

Day 4: Oral comprehension

Day 5: Oral comprehension (Reception/ Year 1)

Once pupils have passed the reading fluency assessment in Key Stage 1 (Year 1, Summer 2), each pupil will complete a written comprehension once a week.

A daily 30-minute phonics lesson

Daily story time for 15 minutes

Daily oral blending session 10 minutes

## Year 2 (and pupils being supported by the phonics scheme in Key Stage 2)

A daily 30-minute reading practise session 5 days a week focussing on the following areas:

Day 1: Decoding

Day 2: Prosody

Day 3: Oral comprehension

Day 4: Written comprehension (Once pupils have passed the reading fluency assessment in Key Stage 1)

Day 5: Reading Explorers

A daily 30-minute phonics/ spelling lesson

Daily story time for 15 minutes

## Lower Key Stage 2

A daily 30-minute guided reading lesson. Three lessons are based on the school reading scheme, one lesson is Reading Explorers and one lesson is the class novel.

Daily story time for 15 minutes.

## Upper Key Stage 2

A daily 45-minute guided reading lesson. Three lessons are based on the school reading scheme, one lesson is Reading Explorers and one lesson is the class novel.

All pupils can come into school from 8:30am onwards. Pupils are able to select books to read from 8:30am. In Years 1 to 6, support staff work with pupils targeted for support in reading during this time. These are our Reading Champion pupils. They are selected for this support each half term. Their progress is monitored using the school tracking systems and learning walks. These Reading Champion pupils are a group identified for pupil conversations.

## **6. Reading Explorers in Key Stage Two**

All pupils in Key Stage Two have a weekly lesson using the Reading Explorers resource. This is a skills-based programme. The skills developed in the Reading Explorers lesson are then used in guided reading. See pages 6-7 of the Reading Explorers book in each year group for more details.

Pupils who need additional support with reading are supported with a session using the Reading Aloud resource. This programme consists of listening for gist, listening for specific information and listening to evaluate. This intervention programme is used in Key Stage Two. It contributes directly to the overall comprehension of what the learner is listening to. See pages 6-7 of the Reading Aloud book in each year group for more details.

## **7. Reading comprehension**

Once pupils have passed the reading fluency assessment in Key Stage 1, each pupil will complete a written comprehension once a week.

Key Stage One – 10 marks for a reading comprehension

Key Stage Two lower – 15 marks, SEND pupils 10 marks

Key Stage Two upper and SEND – 15 marks, HAP – 20 marks

## **8. Planning**

Planning for the teaching of phonics follows the Little Wandle Letters and Sounds Revised planning format. All staff have access to the online planning and resources for this.

All staff (Year 2 – Year 6) use the school planning pro-forma for guided reading medium and short term planning. This is found on BGFL at BGFL 365/Sharepoint/ Curriculum Documents 2022-2023/English/Reading.

Medium term planning must be saved onto sharepoint at the beginning of each half term for each class. Short-term planning must be saved onto sharepoint under each class each week.

Medium term planning includes the following:

- Groups of pupils
- The ARE they are working towards/within
- The reading scheme text to be studied each week
- The key learning objectives for each week using ARE linked to the content domains for reading

- Additional reading resources (e.g learning materials from Key Comprehension, Collins comprehension, First News, comics and journals, Nelson Comprehension, Cracking Comprehension, non-fiction texts.). The school expectation is that teachers identify the specific resource e.g Key Comprehension, Unit 5, poetry.
- The Reading Explorer Text to be covered each week.
- The class novel chapter/ core text to be used each week.
- Medium term planning should ensure a breadth of fiction and non-fiction to be studied.
- The school expectation for KS 2 is that over a half term pupils will study at least 3 weeks of fiction, at least 2 weeks of non-fiction and one week of poetry. Where a term is shorter the ratios may be 3/1/1.

Teachers plan short term planning on a weekly basis using their assessment knowledge of pupils.

Short term planning includes the following:

- Groups of pupils
- The ARE they are working within
- The reading scheme key text to be studied each week
- The key learning objective and Content Domain (CD)
- The key questions / vocabulary and prompts for guided sessions – this is the most important and an essential component of planning for learning.
- An outline of the learning activity
- The phonics focus (EYFS/KS 1 and SEN KS2)
- Key word focus (EYFS/KS 1 and SEN KS2)
- The plenary

There are Teacher Guided books for all Rigby Star books; all staff use these when planning and teaching, Teacher Guides for Navigator, all staff use these when planning and teaching.

When planning the questions all staff use reading question stems in Key Stage 1 and Key Stage 2.

There are additional resources to use for reading comprehension:

- Key Comprehension (Years 2-6) – pupil books and teachers' book.
- Nelson Comprehension (Years 2-6) pupil books and teachers' book.
- Cracking Comprehension (Years 2-6) pupil and teacher resources.

There is a wide range of good quality comprehension materials in staff resource areas.

## 9. Marking and assessment

Pupil progress in Early Years Foundation Stage and Year 1 is recorded using the school reading record. This is used to inform formative judgements which build up a profile of a pupil's progress in reading. Staff use post-it notes to record observations of pupils engaged in reading activities and pupils are identified for more detailed observations in reading. Teachers complete half termly assessments in Reception, Year 1 and Year 2 and in Key Stage Two for pupils who did not meet the phonics screening check in Key Stage One. Assessment heat maps are used by leaders and teachers to make strategic changes to the organisation of teaching groups and to identify the lowest 20% of readers and ensure they are supported with regular, daily, high quality keep up to catch up teaching by staff who are skilled in the teaching of phonics.

In Years 2-6 staff use a reading record which records the group of pupils, the text, the ARE the group of pupils is working towards/within, the key learning objectives /content domain and the progress of the pupil/group against the content domain. Records are used to identify particular features of pupils reading skills, progress against the learning objective and set a further target.

The reading records for EYFS/KS 1 and KS 2 can be found at BGFL 365/Sharepoint/ Curriculum Documents 2022-2023/English/Reading.

During reading sessions pupils record work in yellow pupil books. This is marked on a regular basis. Work in reading comprehension requires a greater level of marking. Feedback to pupils is timely and purposeful and informs pupils as to their next steps in learning. Where appropriate a target will be given against the CD/ARE a pupil is working within.

In Key Stage One staff tick work and identify when a particular ARE target has been achieved in the piece of work by highlighting in pink (tickled pink). Staff set a target for pupils using a green highlighter. This target should be accessible for pupils to understand and will be used as part of a further lesson to set targets for learning.

In Key Stage Two staff use the following system:

WA – well achieved – learning objective in this piece of work was achieved

PA – partially achieved – learning objective in this piece of work was partially achieved, needs consolidating

MP – more practice – further work is needed in this area. It would be expected that this objective would be continued.

A target for improvement/next steps is indicated by a capital T in a circle with a written target recorded in reading comprehension e.g To be able to explain the meaning of the word -----; To record information in a table in order.

Marking of pupil work, reading records and reading comprehension tests are used to make a summative judgement as to a pupil's progress at the end of each half term. Final judgements are recorded on O Track.

## **10. Monitoring and tracking pupil progress**

Pupil progress in reading is tracked and monitored using the following systems:

- Marking of pupil work
- Reading records
- Key word reading records
- End of term reading assessments NFER in year 3-5, SAT's papers from previous years in year 2 and year 6
- Pupil progress meetings to moderate teacher judgements
- Pupil conversations
- Home reading records
- Reading comprehension scores

Monitoring of the standards of children's work and progress and of the quality of teaching in reading and phonics is the responsibility of the English curriculum leaders and the senior leadership team including Assistant Head Teachers and Year Group Leaders. Assessment heat maps are used by leaders and teachers to make strategic changes to the organisation of teaching groups and to identify the lowest 20% of readers and ensure they are supported with regular, daily, high quality keep up to catch up teaching by staff who are skilled in the teaching of phonics.

## **11. Support for pupils with additional needs**

Daily reading lessons are inclusive to pupils with special educational needs and disabilities. Where required, children's ISP's incorporate suitable objectives from the National Curriculum for reading or the Statutory framework for the Early Years Foundation Stage. Teachers keep these in mind when planning work. These targets may be worked upon within lessons as well as on a 1:1 basis.

School helps children with gaps in their learning. These are delivered by class teachers and teaching assistants and overseen by the class teacher, year group leader, assistant head teacher and SENCO.

Moderation of pupil books, reading records and pupil progress meetings will support the identification of pupils who are not meeting expected standards in reading and phonics. Following discussion with the year group leader the following may take place:

- Targeted support within writing lessons for the pupil
- Targeted support within intervention sessions from a teacher or teaching assistant
- Inspire workshops for parents
- An Individual Support Plan with clear learning targets

- If following a series of interventions, a pupil is displaying significant needs in writing, school will seek to refer to Pupil and School Support Service.

For further information please refer to the school policy for Special Educational Needs and Inclusion.

## **12. Resources**

The reading scheme for Early Years Foundation Stage and Key Stage One is stored in the smaller library in lower school. Books are stored in magazine cases with the title of the book and book band colour on each case. Each book has a set of teacher resources which are stored in the magazine files. These resources include a laminated set of comprehension questions and laminated GPC cards, decodable words, tricky words and new vocabulary. These flash cards are colour coordinated:

GPC cards: Black

Decodable words: Green

Tricky words: Blue

New vocabulary: Purple

Every teacher in EYFS and Key Stage 1 has a set of GPCs for their class. A grow the code chart is displayed in every classroom from Reception to Year 2. Where children in Key Stage 2 are being supported by the phonics scheme, the room they are taught phonics in will include these resources.

Fiction and non-fiction reading books and teacher's guides for Year 3 are stored in the Year 4 cupboard. Literacy Comets for Year 3 and class novel books are also stored in this room.

Fiction and non-fiction reading books and teacher's guides for Year 4 are stored in the cupboards in the meeting room next to Year 4. Literacy Comets for Year 4 and class novel books are also stored in this room.

All reading scheme resources for Upper Key Stage Two are stored in the reading resource room and PPA room in the upper school building.

Electronic resources are stored on the staff shared area on BGFL 365 under BGFL 365/Sharepoint/Curriculum Documents 2022-2023/English

School subscribe to First News for pupils in Years 4 – 6.

There are good quality non-fiction books in each year group to support reading in project areas.

The school subscribes to a number of comics in KS 1 and 2.

All year groups have access to sets of class books and reading books for guided reading and book corners.

All staff have a responsibility to maintain the reading storage areas to the highest possible quality ensuring easy access for all. Damage to books should be reported to the English leaders to ensure quick replacement of resources and /or meetings with pupils/parents.

### **13. Roles and Responsibilities**

#### The English Leaders

Our English subject leaders are Miss C Dowell and Miss E Knight. They're responsible for providing leadership and management for English to:

- Lead in the development of English throughout the school.
- Help raise standards in English.
- Monitor the planning, teaching and learning of English throughout the school
- Provide teachers with support in the teaching of English to ensure high-quality teaching and subject knowledge of staff.
- Provide staff with CPD opportunities in relation to English within the confines of the budget and the school improvement plan
- Develop a coherently planned and sequenced English curriculum which is reviewed regularly.
- Secure and maintain the effective use of high-quality resources.
- Keep up to date with new developments in the area of English.

### **14. Parental partnership**

Parents are encouraged to support their child developing reading skills in the following ways:

- Attending Special Educational Needs Review meetings to review Individual Support Plans (once a term).
- Attending parents' consultations to review progress and share targets.
- To join their child at reading and phonics workshops.
- Reading at home using a weekly reading book.
- Supporting their child reading the class novel at home in Key Stage Two.

### **15. Home reading**

The school have invested in high quality literature for reading at home and school. Pupils in Reception, Key Stage 1 and those being supported by the phonics scheme take their reading practice book home 4 nights a week. Pupils bring this book to school each morning to read during lessons. This is to support all pupils with developing their reading fluency and comprehension. These pupils are supported in selecting and changing an additional book to read with their parents at least once a week. This book may not be matched to the pupil's phonic ability and the expectation is that the pupils' read this book with their parent.

In Key Stage Two each class has a book area equipped with a book shelf/ spinner; there is a wide range of fiction and non-fiction available for pupils to select from. Pupils are expected to change their home reading book at least once a week.

All pupils in Key Stage 1 and 2 record the home reading book they have selected to read for pleasure in the back of their yellow guided reading book. The proforma for this can be found on BGFL 365 under BGFL 365/Sharepoint/ Curriculum Documents 2022-2023/English

All pupils take a book home in their Grove School book bag from the same colour band they are reading in class.

In Reception and Key Stage 1 the key sight vocabulary words are displayed on the classroom door for parents to work on at home. Teachers stick a sticker on the jumper of pupils who have found a GPC or word more challenging to read in phonics and reading practise lessons. This allows parents to support their children to practise these GPCs and words at home.

## **16. The reading learning environment**

The givens for each classroom are:

- a book area
- a book shelf/spinner
- a range of fiction books to meet the ability levels of all groups
- a range of non-fiction books to meet the ability levels of all groups and reflects the topic eg Year 6 autumn term World War Two
- Author and book for the term display
- Poem for the term displayed
- KS 1 and 2 – content domain display (pupil learning tool)
- A teacher guided reading file (reading records filed for each group, copy of MTP for GR, weekly STP for GR and phonics)
- Home reading records
- EYFS and KS 1 – phonics display which includes the grow the code charts (learning tool for pupils) and weekly display of phonemes and tricky words that are the focus for learning
- Key Stage 1 – Library Reading Tree, each half term children select a book of their interest from the school library to fill their classroom reading tree. These are shared during story time.