



*Our vision is a nurturing community that expects respect, encourages creativity and embraces aspiration.*

*Our school provides a broad and balanced education that is relevant, engaging and challenging whilst meeting the needs of our pupils. It aims to furnish them with the skills, knowledge and understanding they will need in preparation for their future lives, to be respectful, caring, creative and ambitious citizens in our local and global community.*

## **READING AT SANDFORD**

*We believe reading is central to everything. It is the key to learning and achieving your aspirations. In life, words are all around us and it opens up new worlds if we can read fluently. Reading is important for learning but also for pleasure; it is a great escape into other worlds, other people's lives and our imagination. It can inspire us all in so many ways. Our Reading Charter demonstrates our commitment to every child in their reading journey.*

# Sandford's Reading Charter

Every child has the right to .

1. Read for the joy of it
2. Access NEW books in schools, libraries and bookshops
3. Have advice from a trained librarian or bookseller
4. Own their OWN book
5. See themselves reflected in a book
6. Be read aloud to
7. Have some choice in what they read
8. Be creative for at least fifteen minutes a week to show a story
9. Be given the skills to articulate and communicate their understanding
10. Have a place to read



# WHAT DOES READING LOOK LIKE AT SANDFORD?



## HOW DO WE TEACH READING?

Reading is central to our curriculum and each child's learning – if a child cannot read fluently and with understanding, they will not achieve as they should in other subjects. It is because of this that we place such an importance on reading at Sandford.

The texts that are used in English lessons are picked for their quality and are learnt by heart to enable strong understanding of the structure, vocabulary and style – see our *WRITING Subject Offer*. Our Suspended Curriculum weeks at the start of the school year celebrate a whole school focus on a book – in recent years we have explored 'Here We Are' by Oliver Jeffers, 'The Dot' by Peter H. Reynolds and 'The Invisible' by Tom Percival.

The class story is carefully chosen with specific criteria in mind: 1. Elicits a response 2. Has a strong narrative structure 3. Extends vocabulary 4. Connects with something they know 5. Has intriguing illustrations. It might also be from the relevant Laureate Award list.

As a reading and talking school, we maximise every opportunity to encourage and engage in reading. These include:

- end of the day story telling;
- independent choices and reading time;
- guided reading in small groups;
- accessible topic related books
- meaningful and relevant reading across the curriculum;
- annual Laureate Award for each individual year groups;
- demonstrating staff as readers;
- World Book Day, within our Big Read Week;
- story telling sessions for groups and individuals throughout the year;
- reading buddies, including peers, adults and dogs;
- Readathon & Ready Steady Read;
- visiting authors and writing workshops.

Children have access to the School Library which is stocked with a range of fiction and non-fiction books, allowing them to choose what they are interested in, even if it is not fully decodable alone. Online, digital content via sites such as GetEpic, also provide a range of different texts for children, ensuring access to books even when the school is shut out of term time. Teachers demonstrate a love of reading and each classroom displays a teacher and class reading poster. We also have a group of dedicated volunteers who share books with children and provide 1:1 reading opportunities.

## **READING IN THE EARLY YEARS AND KEY STAGE 1**

In EY & KS1, we focus on teaching children the fundamental skills of reading, often known as 'phonics'. We use the systematic synthetic phonics programme (SSP) developed by our local English Hub called 'Unlocking Letters and Sounds'. Each morning, children across Ashton and Braeburn are split into their year groups and taught a new sound, with the week's learning reviewed on a Friday. The staff are consistent in the style and learning approach and follow the dictated structure of the lesson. These lessons are approximately 20 minutes in length, with opportunities later in the day to reinforce this new learning for those that require it. When Year 2 children finish the phonics programme, they will progress to spelling rule lessons, in preparation for KS2 spelling lessons.

Each child will be given a reading book to take home that is fully decodable and linked to the phase that they are learning; they will keep this book for the week to offer them the opportunity to become familiar and confident with the words and phonetic knowledge. When children have completed Phase 5, they will work through the 'book band' colours of turquoise, purple, gold, white & lime. In addition, they will have access to another book that fosters their interest, enjoyment and preference. This will be chosen

from the Library and will often not be something they can read alone, but would provide an opportunity for 'book talk' with an adult at home.

Guided Reading sessions provide another chance for a member of staff to hear a child read and check their comprehension of different texts. Groups are regularly reviewed to ensure a similar ability and phonetic knowledge to tailor the text and teaching.

## READING IN KEY STAGE 2

On entry to KS2, children will review phase 5 of Letters and Sounds as they begin the KS2 spelling programme which meets the requirements of the Year 2-6 National Curriculum 2014 programs of study (transcription and English appendix 1 – spelling) with reference to Year 1 spelling requirements to ensure clear progression. This begins with spelling patterns and relevant words, leading on to an independent investigation and application of spelling rules. Redstreak also have useful sound cards available to support with spelling and benefit from regular intervention sessions. Alongside the phonics and spelling lessons, the KS1 common exception words and statutory words for Years 3 & 4 and Years 5 & 6 are also taught and explored.

The book phase system continues in LKS2, until children are able to freely choose their reading material that demonstrates a broad and balanced reading diet of genre and challenge. The Laureate Award lists are used as a starting point for inspiration for home learner texts.

Weekly comprehension lessons show a progression across the school, and the emphasis in KS2 develops from good oral understanding of the text into written responses using sentence stems to show a deeper understanding of the text and its vocabulary (This means that; I know this because; The author wants me to think). Homework is also occasionally set with a comprehension focus, as well as poetry recital and performance.

While whole books are no longer used as a base for English lessons, they provide opportunities to engage with challenging texts, richer vocabulary and to delve deeper into inferential and deductive style questions.

## HOW WE ASSESS READING

Comprehension skills are carefully sequenced across the classes to build on previous learning across the school to ensure pupils meet the National Curriculum requirements for the end of each Key Stage, developing their expertise in areas such as retrieval, inference, deduction and authorial intent. This allows each class teacher to dive deep into each aspect of reading and ensure the children really know and remember what they are doing for the next stage in their learning.

We assess children's reading skills through different approaches across the year. At the start and end of the year, children complete the Hertfordshire Reading Test, which



provides a standardised score and a relevant reading age. This is used as a starting point for class teachers to plan intervention support. In EY & KS1, children are informally assessed at the end of their phonics session to see whether additional teaching is required before the next lesson. This is also built upon during Guided Reading sessions. In KS2, comprehension lessons provide formative assessment opportunities for teachers which inform planning and identify the need for any additional interventions.

Summative assessments are completed towards the end of each main term (Christmas, Easter and Summer), with additional assessments as required in Year 2 and Year 6 in preparation for the end of Key Stage SATs (even with the optional nature of KS1 SATs from now). KS2 classes also complete a spelling test weekly.

## HOW WE HELP CHILDREN WHO FIND READING DIFFICULT

We use phonic interventions for children who have gaps in their reading knowledge, from Ashton up to Dabinett. These sessions can be in small groups or individually, based on a child's need. They are led by a trained member of staff who is in constant communication with the class teacher to ensure the right support is in place. They will also access more opportunities to read with adults, both members of staff and volunteers who have been given guidance on how best to engage and encourage their readers.

Throughout the year, we pair classes up to share a story and let everyone become a storyteller, regardless of their ability. We also encourage the use of resources to support reading, such as coloured overlays and access to digital content which every child is able to utilise.

## HOW PARENTS AND CARERS CAN HELP THEIR CHILDREN WITH READING

Reading is key to a child's learning and sharing this, and being read to, fosters an enthusiasm and love of reading. While at school we teach the skills children need to read fluently and understand what they have read, reading at home provides vital practise that will build their confidence in these skills. Reading and repeating their phonics at home regularly will benefit your child immensely. Our expectation is 5 days of reading a week, but this can be any form of reading – comics, magazines, newspapers, the same book multiple times (in EY & KS1), as well as non-fiction books. Developing a varied reading diet is just as important as regular reading.

In addition to collaborative reading, asking questions about the text is indispensable. Questions that check understanding of what they have just read, as well as those that allow children to have an opinion of the text, will enhance a child's awareness and comprehension.

*For example: What is your favourite part so far? Can you guess what will happen next? Which character do you like the best? Why do you think the character did that? Why might the author have written it in that way?*

*Parents of Early Years children starting at Sandford are invited to a phonics workshop that introduces our program to provide an awareness and understanding of what their children will be learning. During the induction process, parents are also encouraged to share books with their pre-schoolers, including asking questions, following the text with their fingers, discussing the pictures/ story/ information and making predictions.*

*At the start of each year, all parents are sent a letter explaining our Reading expectations and the National Curriculum Expectations for that year group are outlined. Each child is also then sent home with a 'comprehension question' bookmark to help parents with the types of questions they could ask during daily reading. These follow the use of our 'Reading Dogs' for the different comprehension skills.*

*Class teachers will be able to provide additional support and guidance if required, as well as videos on class webpages that demonstrate good storytelling.*

## **HOW WE CELEBRATE READING**

*Children that read regularly are praised within class with Work Marks and other rewards relevant to the age group. Book reviews, alongside photographs of the child, are often displayed in the library to celebrate those that are completing books and provide recommendations for others.*

*At Sandford, we have a Laureate Award for each year group consisting of 50 books, which are a range of fiction, non-fiction, poetry and picture books. Children will be challenged to read as many of these books as possible, with a celebration for each 10 and reward upon completion. The books are age appropriate and offer a wide variety of genres and topics.*

*Each year in March, we take part in World Book Day and use the month to celebrate reading with a range of different activities and experiences. During the year, we welcome authors in, both local and more well-known writers, often with opportunities to purchase a new book too.*

*We take part in sponsored reads, such as Ready Steady Read and Readathon, with rewards for individuals as well as benefiting the school's library.*

