

# Reading At Lawn

Images are links to documents

## Intent Statement

At Lawn Primary School, we intend that every child learns to read by the end of Key Stage 1. We aim to create fluent readers who monitor and self-correct, understand what they read, make connections between their reading material and read for enjoyment and pleasure. We are committed to helping children find enjoyment in reading and to appreciate how books can offer a window to other worlds, meet amazing characters and learn about the world they live in. Our books are carefully chosen with important and diverse themes that help to build on pupils' cultural capital and knowledge.. Our priority is that children leave school prepared for whatever future lies ahead of them.

## Implementation: Scheme

In FS2 and Year 1 children learn to read with Little Wandle Letters and Sounds Revised. Within this programme, Reading Practice (RP) sessions ensure that new GPCs are applied in a meaningful way through decoding, prosody and comprehension teaching and learning.

Reading Progression from Y2 to Y6 is informed by the TT-provided Reading Standards documents, using Literacy Shed's VIPERS for each reading skill focus.



Reading Progression

## Implementation: Planning

In FS2 and Y1, reading planning is provided as determined by stage of learning within the Little Wandle scheme. Opportunities to enhance cultural capital is planned into the continuous and enhanced provision.

Y2 to Y6: Reading planning informs and is informed by Writing planning – they are detailed alongside each other to make links clear.



## Implementation: Curriculum links

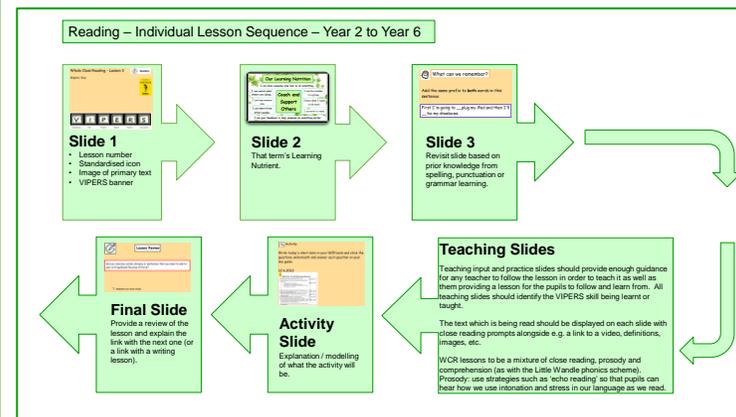
The books we choose are linked to our topics in school with the intention of developing children's background knowledge and vocabulary acquisition. If links to topics are tenuous, other factors may override this choice, including knowledge of literature.

## Implementation: Resources

- Little Wandle Letters and Sounds Revised – fully comprehensive scheme with resources provided.
- Big Cat Phonics for Little Wandle Letters and Sounds Revised: fully decodable books matched to LW progression, supporting all phases for FS2 and Y1.
- Non-matched phonics books for Year 2 – colour coded (from Pink to Lime).
- Year 3 to Year 6: Banded reading books from a range of reading schemes and also banded books from non-reading schemes. Service provide by Pandora Books, a team of reading experts who meet with publishers and look at a vast number of children's books to assess for interest level, reading level, quality of writing and production, and content that may cause concern.
- NTS Reading Assessments.
- Reading for Pleasure strategies.

[Insert link to RfP document](#)

## Implementation: Lesson Sequence



This flow chart shows the sequence of lesson slides for individual reading lessons.

## Implementation: T&L / Pedagogies

In FS2 and Year 1, RP sessions are grounded in the learning of the Little Wandle scheme and focus on decoding, prosody and comprehension within small-group, adult-led sessions. In Year 1, the children are exposed to NTS Assessment-style questions during comprehension RP sessions towards the Spring and Summer terms.

Whole class reading is introduced in Year 2 and is continued across KS2. This approach is based on the work of Doug Lemov and the Transform Trust. Daily shared reading sessions improve children's ability to understand challenging texts through carefully selected novel studies as well as focusing on the key reading skills and strategies (VIPERS) required to be confident readers. Linked texts in lessons include poetry, picture books, non-fiction, modern and classic novels, inspiring biographies, song lyrics and famous authors.

Children are encouraged to 'read as writers' so that they can 'write as readers'.

Reading fluency is taught as part of whole class reading lessons using echo, choral, paired and repeated strategies.

VIPERS strategies are also identified when reading in other areas of the curriculum e.g. maths, so that children are aware of the importance of these skills.

# Reading At Lawn

## Implementation: Environment



- Our reading environment should help to promote 'Reading for Pleasure' culture.
- Reading area clearly visible when standing at any entrance doors to the classroom.
- Some / mostly forward-facing books (depending on key stage)
- Books carefully selected
- No overcrowding of books.
- Books at different heights.
- KS2: books sorted into genre
- Picture books in every classroom.
- Topic books (ordered from ELS) clearly / separately displayed
- VIPERS in Y2 and KS2 classrooms displayed
- 'Reading as Writers' and 'Writing as Readers' posters on the reading display.
- 'Books We Have Read' display, encouraging chn to make connections.
- 'Primary Text' displayed on English display.

## Implementation: Feedback

- Feedback given during lesson input through teaching of VIPERS skills.
- Fluency developed through a ranged of strategies where children can receive immediate feedback and support from their teachers and peers including explicit modelling of prosody.
- Live-marking ensures that children are given the opportunity to understand their learning in the moment.
- Review of previous term's NTS Reading Assessment to take place over two or three sessions as a whole class. Some children will need 1:1 reviews.

## Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- Children with additional needs are given targeted and bespoke support including use of digital adaptations.
- Those children for whom phonics hasn't worked (or isn't working) take part in a RIWI intervention with fully trained teaching staff.
- Formative and summative assessments inform next steps for highlighted individuals and groups.
- Quality first teaching strategies to support all learners.
- Use of Digital resources to enhance the learning.
- Formative and summative assessments inform next steps for highlighted individuals and groups.
- Lowest 20% are identified following each assessment window and strategies to support are identified.
- Weekly use of KS1 and KS2 libraries.
- Children can change their banded books whenever they want.
- PP children are bought books when the Roving Book Fair visits (twice per year).

## Implementation: Response to Covid

### 2021-2022

Transition conversations ensured that teaching this year was informed by issues and barriers experienced by the 2020-2021 teaching year.

DfE Tutors were deployed as appropriate, dependent on need.

## Impact: Assessment

FS2 and Year 1: Six-weekly LW assessments inform next steps and AfL occurs during each RP session.

Y2 to Y6: Rising Stars National Test-style Standardised (NTS) assessments are used termly for summative data.

AfL: occurs in any lesson where reading takes place e.g. using retrieval skills when reading a worded problem in maths.

End of Key Stage (Y2 and Y6) SATs tests provide nationally published data.

## Impact: Monitoring

- Lesson slide reviews – does what is recorded on the 3-week writing unit mirror what is on individual lesson slides?
- Book-looks
- Lesson observations and drop-ins
- Pupil voice
- TT Partnership Reviews
- Summative assessment outcomes (data from NTS analysis or SATs)
- Pupil Progress narratives

## Impact: Evidence

Reading for Pleasure – children at Lawn enjoy and look forward to opportunities to celebrate their love for reading.

A celebration of books can be seen and felt throughout the school environment.

The importance of high-quality, diverse and impactful texts are woven through our topics.

Summative assessments show an above-standard of attainment compared to local or national.