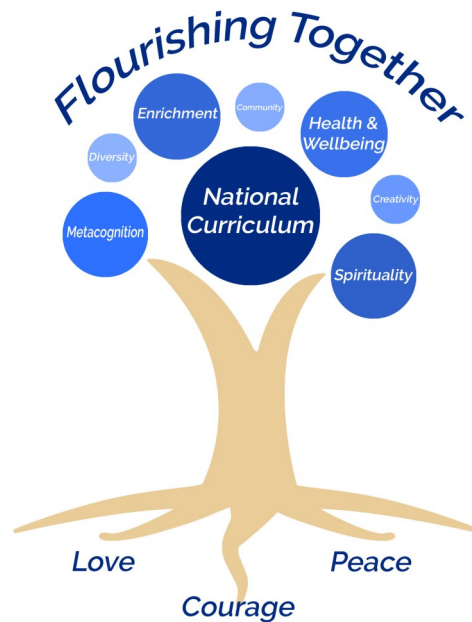


# *Reading at Sutton C of E VC Primary School*



*The journey of a lifetime starts with the turning of a  
page.*

*Rachel Anders*

## The importance of reading.

All children deserve to be given the gift of reading during their time at Primary School and at Sutton CE we believe that teaching children to read is our first priority. Only through becoming fluent and skilful readers with a comprehensive understanding of the meaning of words and texts can children access the full range of learning experiences that we provide.

### What the experts say

'Phonics is the ladder the reader climbs, only to kick it away once it has been surmounted... Phonics requires the reader to process every letter.' *Nicholas Bielby*

Reading is the one ability that, once set in motion, has the ability to feed itself. Readers read. Readers comprehend.' *Michael Morpurgo*

It is not enough to simply teach pupils to read; we have to give them something worth reading. Something that will stretch their imaginations. Something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.' *Katherine Paterson*

### What our children say

I like how it transports you to a different place. I like reading books by Robin Jarvis at the moment, they are adventurous.

*Year 6 child.*

I enjoy reading Tom Gates books because they have fantastic art work and they make me laugh.

*Year 5 child.*

I love reading at bed time with my mummy. I have lots of books and like going to the library too.

*Reception child.*

# Developing a love of reading

## Reading environments in school.

Research has shown that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures and inclusivity. At Sutton CE, we pride ourselves on being a reading school, providing our children with beautiful reading spaces around school.



Our children visit the school library once a week to choose a book for pleasure reading. We have a team of Year 6 children who have taken charge of the day to day jobs, including checking books out and making recommendations.



# Developing a love of reading

Reading environments in school.



Thanks to donations from our amazing parents, during the Autumn 2021 term, we have renovated and updated our library.

# Developing a love of reading

## Reading areas in classrooms.

Each classroom has a dedicated reading space. We aim to keep our reading spaces minimal, specific and engaging. Within each reading space there is the appropriate books from the school reading spine alongside a mix of children and teacher favourites. Reading explorers can choose books from the reading area as their school read-



## Developing a love of reading

### Virtual author visits

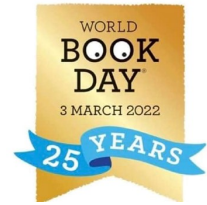


We have been lucky to have virtual author visits from three amazing authors: Jeff Kinney, Jacqueline Wilson and Nick Sharratt.

We aim to continue these experiences on themed days such as World Book day and National Storytelling week.



# Developing a love of reading



## World Book Day 2022

This year marked the 25th anniversary of World Book day and our first one back in school following COVID19. As a school, we had a fun filled day of fancy dress, sharing stories and were lucky to have a visit from the author Scott Allen.



Some of our cover selfie competition entries.



# Developing a love of reading

## Our reading spine

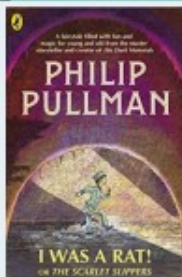
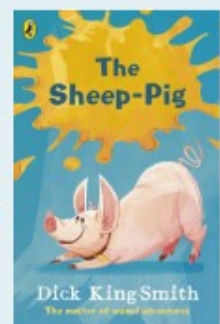
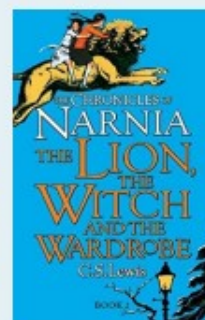
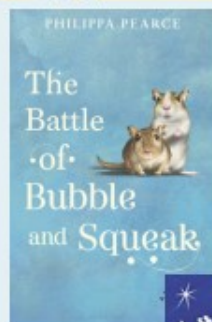
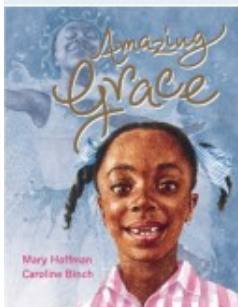
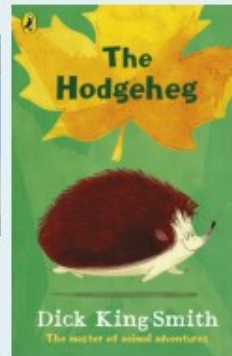
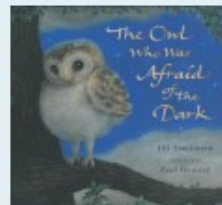
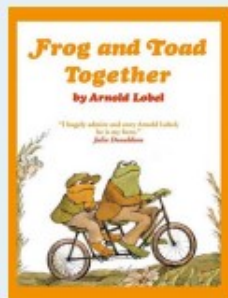
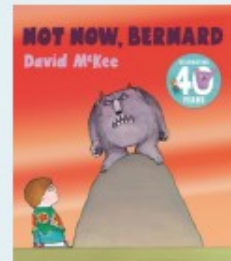
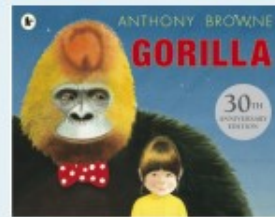
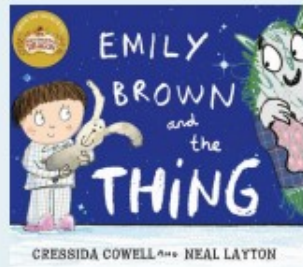
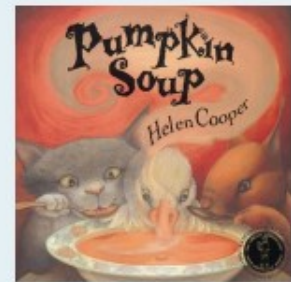
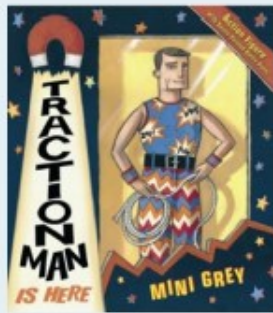
At Sutton CE, we teach writing using the Talk 4 Writing approach from Pie Corbett. To support the key texts used, we have developed a whole school reading spine. These books, along with some other teacher favourites, are available for children to read in our class reading areas and also used as our class novels. This ensures as our children progress through school they will be exposed to an array of high quality texts. Our reading spine will never be complete and added to overtime.





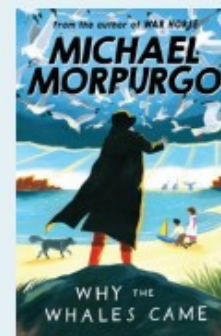
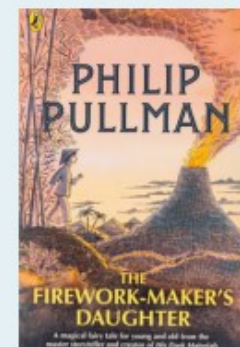
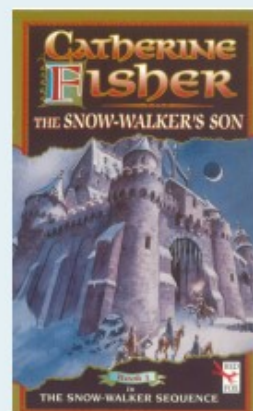
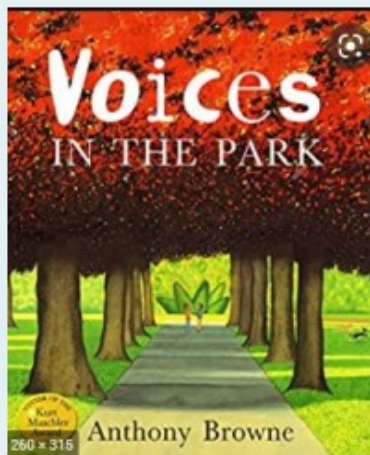
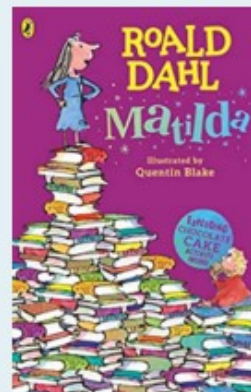
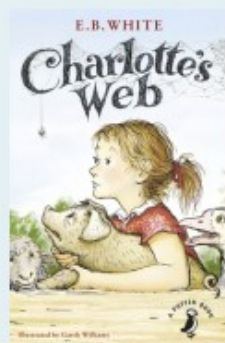
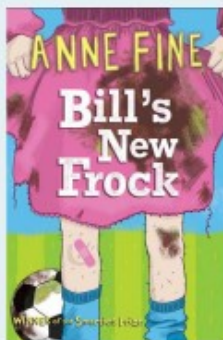
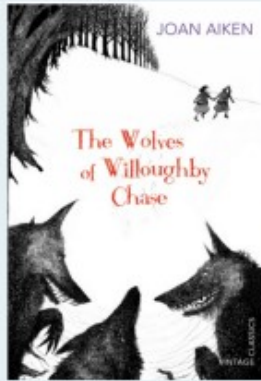
# Developing a love of reading

## Willow Class



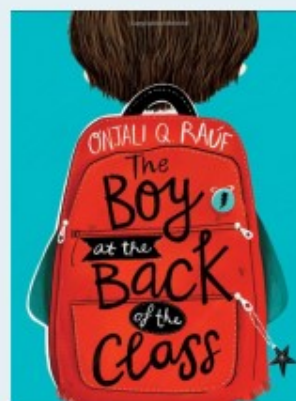
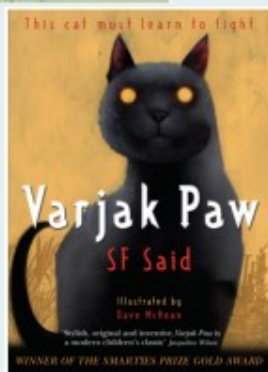
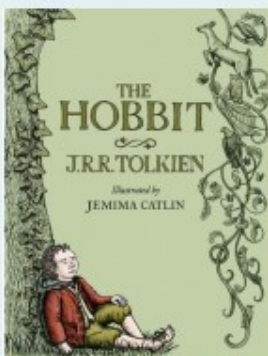
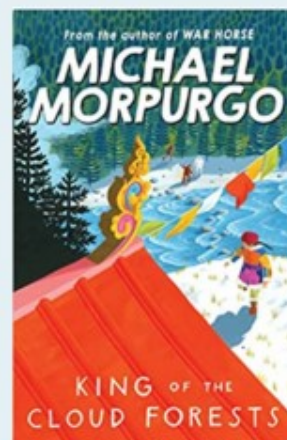
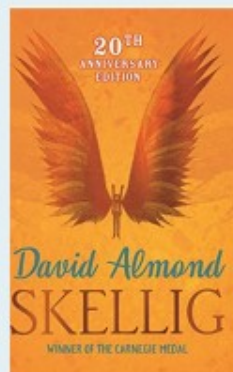
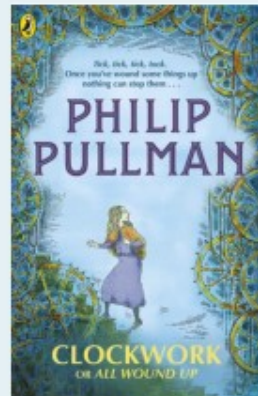
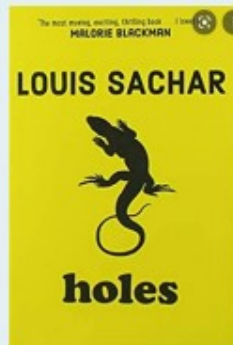
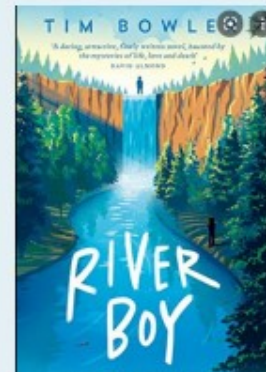
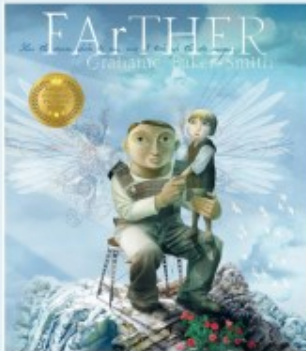
# Developing a love of reading

## Birch Class



# Developing a love of reading

## Oak Class



## The reading journey through school.

When creating our timetables across school, reading is our first priority. At Sutton CE, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn.

Our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide children with a range of reading opportunities and strategies in order to do this.

The table below outlines our reading and phonics teaching across school.

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Phonics	Daily phonics lessons.						
Phonics intervention	Same day intervention for identified children.		1:1 intervention for identified children.	1:1 intervention for identified children.			
1:1 Reading	Every child, twice a week.		Every child, every week. Lowest 20% 3—5 times a week.				
Three read model reading sessions	Group reading following the three read model.		Whole class reading following the three read model. During Year two, children progress from group reading to whole class.				
Adult modelled reading	Class novel. Daily 15 minutes.						

# The reading journey through school.

## Phonics

At Sutton CE, we currently teach 'Synthetic Phonics' following the Letters and Sounds teaching structure and a clear, sequenced phonics progression model that is used consistently by all staff for our children. Children are taught to read letters or groups of letters by saying the sounds (phonemes) they represent. Children then start to read words by saying the phonemes together (blending) to make a word. Children begin to learn Synthetic Phonics in a daily phonics lesson as soon as they start school in Reception and continue through Key Stage 1 (Year 1 & 2). Children learn how to read and spell words using their phonic knowledge. We use a wide range of teaching techniques and resources in our daily phonics lessons and aim to make lessons fun and interactive. When children enter year 2, phase six is taught to the whole class and any misconceptions identified in previous phases is addressed in small groups or on a 1.1 basis.

## Moving forward...

After evaluating our phonics provision, and exploring the different SSP options available, we have chosen to move forward with Little Wandle. We will make the full transition in September 2022 for the new academic year.



## Phonics Assessment

Phonics is formally assessed every 6 weeks to ensure any missing sounds are identified and then taught through small group intervention. Our goal is that by the end of year two, children will have been fully exposed to the phonics phases 1 - 6 and as Year two begins, recap phonics will be taught in small groups to children targeted for intervention.

***Phonics is the ladder that every reader climbs, only to kick it away once it has been surmounted.***

# The reading journey through school.

## Fidelity to the scheme.

Consistency is key to our successful, carefully sequenced approach. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

We use the four part lesson format: review, teach, practise and apply. Whole-class teaching takes place on a daily basis at the same time. A new sound is taught daily using flashcards and some interactive resources. Every lesson also incorporates the reading and writing of tricky words.



## Working together as a team.

Staff in school see themselves as learners, we work together and share good practice in all areas of the curriculum. As reading lead, Mrs Harrison is often seen working in different classes alongside staff and listening to children read. Our older children also play an important role, they run our school library and also choose to listen to our younger children read during their playtimes.



# The reading journey through school.

## Group reading

In EYFS and Key Stage 1, we focus on teaching children to decode accurately (using phonics) and read fluently, as this makes reading more enjoyable.

In EYFS and Key Stage 1, children take part in three group reading sessions per week led by an adult following the three read model ideal. All sessions are carried out in small groups with children grouped by their phonics ability and the same text used for each session. They will also take their book home with them at the end of the week to share with their family and continue developing fluency. The development of fluent, accurate reading is vital for good comprehension of the text.

Sessions are planned to practise a specific focus of reading, breaking the learning into 'chunks' so that children are not 'overloaded', for example:

### Focus 1: Decoding

- Adults will recap the sounds that will appear in the book with the children and read any unfamiliar words or common exception words with the children before reading the story.
- Children then read the book individually at their own pace, decoding the words by saying the sounds and blending. The adult moves around the group from child to child, assessing their ability to sound and blend the words and intervening where necessary.

### Focus 2: Prosody

- Using the same book, the adult will recap the sounds and common exception words, plus any words which have caused difficulty in the previous session.
- The adult then models fluency and expression by using a sentence from the book, so that children understand they are moving from sounding and blending to saying the words and sentences fluently and expressively.
- Children then read the book individually at their own pace, aiming to move from sounding and blending to fluency.

### Focus 3: Comprehension

- The adult revisits the book with the children, modelling fluency and expression.
- The adult encourages children to refer to the text when they are answering questions and explain how they know the answer.



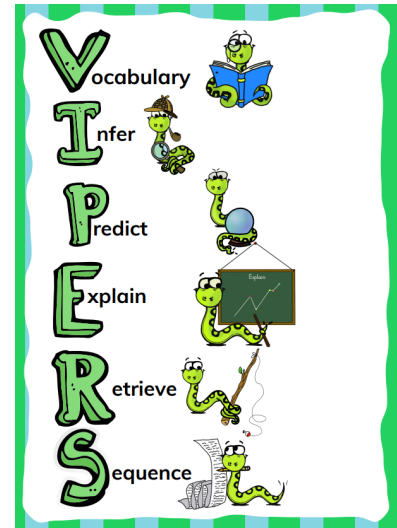
# The reading journey through school.

## Whole class reading

In Key stage 2, we continue to teach children to read fluently, with a story teller voice but also progress further and for children to develop a deeper understanding of what they read. We follow the three read model but adjusted to focus more on vocabulary and comprehension. Our reading lessons support children to: explain the meaning of words in context; make considered predictions from what has been said and done; retrieve information from the text; interpret the meaning of the text; and consider authorial choices. Children recognise these skills as VIPERS.

Children take part in three whole class reading sessions per week led by a teacher.

The **same** text is be used for the whole week. Each session will be planned to practise a specific focus of reading.



### Focus 1: Fluency.

- Children read the text individually at their own pace, decoding when necessary. The adult moves around the class from child to child, assessing their ability to read the text and intervening where necessary.
- The adult then leads a discussion about the text. Are there any words we are unfamiliar with? Can we identify the genre or purpose of the text?

### Focus 2: Prosody & Vocabulary.

- Children will be given time to read the text again then the adult will model and encourage reading with expression.
- We explicitly teach vocabulary in order to close the word gap, enabling access to our curriculum and success at school. New vocabulary is practised and there are frequent opportunities to consolidate learning.

### Focus 3: Comprehension.

- After a final read, the focus will move to understanding the text.
- Some questions will be posed and discussed as a class allowing the adult to model answers.
- Children will be given time to independently answer comprehension questions that are focused on the VIPERS structure.