



## **Stepping Stones (Short Stay School)**

### **The Teaching of Reading and Development of a Love for Reading Statement**

#### **CONTEXT**

The reading experiences of the children at Stepping Stones vary; the vast majority of children are boys and therefore as a School we work hard to engage boys.

For many children who attend Stepping Stones they can have a very negative view of reading. This may have happened for a range of reasons. Many of our children struggle with learning to read, decode, infer and understand the texts. Some of our children have not had the experiences of a reading rich environment.

#### **INTENT**

At Stepping Stones, we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers. This starts from when a child begins their placement with us. The whole school promotes a reading rich environment and promotes both learning to read and developing each child's reading for enjoyment.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent approach to the teaching of reading in order to close any gaps; to ensure children learn to read; to develop enjoyment of reading and to experience a wide range of genres and reading materials.

We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success. We promote "A Can Do" approach to all areas of school life.

## ASSESSMENT / BUILDING ON PRIOR LEARNING, PRIOR KNOWLEDGE AND BASELINES

On entry to the school we request assessment data from the mainstream school.

Within two weeks each class teacher / assessment lead will assess children in phonics, reading (fluency) and reading (comprehension) using

Success For All Phonics assessment tool and Salford Reading Assessment.

Class teachers will listen to the children read frequently to ensure they are provided with a suitable reading book. When a child has been identified to need further work on phonics they will be able to choose an appropriately matched decodable book, which matches the phonics teaching they are accessing.

## USE OF ASSESSMENT TO SECURE PROGRESS IN READING

From the assessment information gathered the class teacher and assessment lead will plan provision to secure progress.

For some children this may include....

- 1) Access to the main teaching – High Quality First Teaching
- 2) Access to phonics interventions – small group Success for All
- 3) Access to reading interventions - 2:1 Lightning Squad

## READING AND PHONICS IMPLEMENTATION:

At Stepping Stones School, we use one of the DfE approved synthetic phonics programme, Success for All. During 2021-2022 all teaching and teaching support staff have received a series of comprehensive training on delivering the reading and phonics lessons from the scheme.

**For more details please refer to our Phonics policy.**

For children in Y3 – Y5 who are working below age related expectations they will be discussed for intensive interventions such as Lightning Squad. This is delivered 2:1 with a trained support assistant.

## HOW WE TEACH READING

Using Lancashire Key Learning Statements in Reading we have identified fundamental reading knowledge and skills we believe to be pivotal in securing

progress and providing a solid foundation to ensure children learn, remember and apply a wide range of reading knowledge and skills.

High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills. Teachers choose texts that link learning throughout their topics and that develop their understanding of a wide range of genres.

Children are taught:

- to notice, decode, segment, blend, identify tricky words, (CE words) and apply reading decoding skills;
- to identify words/phrases they don't understand and strategies to breakdown the meaning;
- to relate the text to themselves, previous reading experiences and the world around them;
- to skim, scan, retrieve.

Further to modelled sessions, children have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard. All children have a reading comprehension lesson weekly to develop comprehension skills.

For children who are working in Phonics Step 1 – 6 they will have reading lessons which are provided by the scheme – Success for All. (if it was deemed to be appropriate to their age / maturity)

## LISTENING TO CHILDREN READ / READING RECORDS

Children in KS1 and children who are working significantly below age related expectations read to an adult daily.

Success for All phonics books are used as part of the reading lessons and to consolidate learning.

Children also have a book that is matched to their stage of development and that is phonetically decodable.

As children become more fluent and independent with their reading they are able to choose texts from the free reading books in classes. They are encouraged to read daily; adults will listen to them read up to three times per week.

Each teacher has a reading file that is accessed by the staff team. The reading file tracks the books the children are reading and progression through the reading stages. Comments made enable the teacher to assess progress against the Lancashire Key Learning Statements.

Levelled titles from Oxford Reading schemes are used both in school and for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres.

Our reading scheme ensures children are offered high-quality books that reflect the diversity of our modern world.

Children work through the wide variety of books at their own pace. Teachers monitor their progress and determine when best for children to move onto the next series, ensuring that a range of titles have been explored and understood.

## READING ACROSS THE CURRICULUM

When teachers plan new topics and themes, they ensure the range of texts in the class and lesson link to the curriculum and expand on the children's knowledge and skills; teachers make learning purposeful and aim to ensure children learn more, know more and recall more.

This ensures that we provide rich reading opportunities across the curriculum, exposing children to a wide range of quality texts providing context to learning.

## READING AREAS / DISPLAYS / PROMOTING A WIDE RANGE OF BOOKS/ TEXTS

At Stepping Stones each classroom has a dedicated reading area / book area that display and showcase new texts, texts that link to the themes and topics and widen the experiences for our children. Our book areas enable children to browse the best books, revisit ones they have read and borrow books to share at home.

We subscribe to Reading Rocks which provides each class with a half termly delivery of new exciting and interested texts. These are shared as part of class novels.

We subscribe to Science Magazines and these are shared in classes.

We receive the "Happy News" newspaper which is shared across school.

Reading Well – We are very fortunate to have had a range of books that link to emotional well-being and understanding neurodiversity needs, which have been donated to the school from the Reading Well.

## CHOOSING BOOKS TO READ ALOUD AND DEDICATE TIME FOR STORIES, RHYMES, POEMS AND NON-FICTION

Each class teacher allocates 10 minutes daily to read to their class. Teachers choose books which engage the children emotionally. Children are presented with a wide range of stories from a wide range of contexts and backgrounds.

In KS1 children hear a text a day at the end of the day. The children are able to choose the text to be shared from their reading area and also a wide range of texts chosen by the class teacher. These could be a class story, learning a rhyme, poem or song.

In KS2 each class have class novels. Children listen to a staff member read a text daily and engage in the class novels.

## PROMOTING READING AT HOME

We promote reading at home weekly. We do this by....

- Encouraging children and adults to share their favourite books at home and share with their class teachers to be part of our reading at home raffle.
- Release a YouTube video per week which links to the school value and has a staff member reading a text. We encourage parents to watch these with their children.
- Sending home reading books and also a range of reading materials children enjoy e.g. comics, magazines etc.
- Allowing children to take books home they enjoy to keep and develop their home reading collections.
- Book Swap – where children can take a book and bring one in they don't use anymore.

## BOOK TALK AND VOCABULARY ACQUISITION THROUGH TALK

Each teacher creates high quality language rich environments. Each adult has received up to date training on developing vocabulary and understanding the importance of talk and developing children's spoken language. Each class create vocabulary walls to further develop the children's love for language, words and their meanings.

Through all reading we encourage children to develop their vocabulary knowledge and acquisition. This is done through high quality adult led interactions and development of experiences.

Children are taught vocabulary throughout all curriculum areas to ensure children are able to learn and connect words developing comprehension. E.g. blaze, flames, heat, smoke, plumes, extinguish.

Vocabulary walls should be evidenced and changed frequently in each classroom.

## CORE TEXTS FOR EACH AGE GROUP

Each Class Teacher identifies a range of cover texts that are covered through each term. These are devised around the children's interests, themes and topics. They cover significant authors and genres, widening the children's knowledge and interests.

### **Impact**

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- We also aspire to narrow the gap from entry and through placement. We aspire that our Y6 children complete the Standardised Assessment Tests and have ambitious targets for them to achieve.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)