



Mount Pleasant

Reading Strategy

"There is more treasure in books than in all the pirate's loot on Treasure Island." – Walt Disney

Reading is at the heart of our curriculum and we ensure our English curriculum encourages children to enjoy books. From the important foundations in our systematic and structured phonics program to our range of class novels, school library, regular visits to our local library, interaction with authors, celebrated book days, awards and class reading corners, we make sure our school illustrates the importance of reading at every turn. Reading whole class quality texts as a basis ensures that children are exposed to the best in children's literature and a full range of genres. Poetry, non-fiction, digital texts and picture books feature through the English syllabus from EYFS to Year 6 to provide our children with a wide and varied accessible yet challenging environment. We want our children to leave Mount Pleasant as competent readers who can recommend books to their peers, have a thirst for reading a range of genres and participate in discussions about books.

Our intent for reading as part of a wider broad and balanced curriculum:

We intend to encourage all pupils to read widely across both fiction and non-fiction texts to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure 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 and to develop further reading skills to support them throughout life. At Mount Pleasant, we do this by ensuring:

- A range of engaging and challenging texts from a range of genres are accessed by our children which promote a love of reading and act as excellent models for language, embrace a wide range of cultures and time periods.
- Children become fluent and age appropriate readers across Early Years and Key Stage 1 through a fully embedded and progressive phonic scheme (*Little Wandle*) as well as exposure to appropriate texts to build further reading skills.
- Children, with only a few exceptions, reach the expected standard in Year 1 phonics with word reading fluency being the most important focus on the curriculum. This will then allow our children to build on their understanding of what they have read, exposure to an increasing range of vocabulary and developed comprehension skills ready for Key Stage Two.
- All children in Key Stage Two will access class novels and weekly extracts with coverage of fiction, not-fiction and poetry. All children access their own reading books as underpinned by 'levels' through Accelerated Reader but also read for pleasure from the class library.

Phonics and Early Reading

At Mount Pleasant, we strive to ensure that almost all children learn the phonetic code, therefore, we expect our children to learn to read through a progressive and clear phonics scheme.

Phonics begins for our children within their first few weeks of starting school. We have a 'no time is wasted ethos' which ensures that our children start their education immediately with the first of the phonics phases.

The context of our school

At Mount Pleasant, the proportion of pupils eligible for the pupil premium is well above average. The large majority of pupils are of white British background. We have a local authority funded Resource Provision Unit for pupils with social and communication difficulties, including Autism, from across the authority. They are taught within the unit and as part of mainstream classes where appropriate. The proportion of pupils supported through school action is above average with many supported at school action plus or with a statement of special educational needs as an EHCP is also above average. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background and barriers.

Intent

Phonics (reading and spelling)

At Mount Pleasant, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme. Our Reading Leader is Mrs Ann Lees (Year 1 teacher.)

Implementation

Foundations for phonics in Nursery

- In Nursery they teach early phonics through Foundations for Phonics from Little Wandle Letters and Sounds Revised.
- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for a maximum of 45 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - 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 also use Little Wandle's planning document which provides a full progression should be happening when in Reception and Year 1. We use their weekly grids to give us the information we need to teach the daily sessions.

Weekly grid Year 1 phase 5				Spring 1 week 1			
Lesson focus		Revise and review		Teach and practise		Practice and apply	
GPCs	Words	Sticky words	New GPC	Oral blending	New words	Example definitions and sentences	New sticky word
ee ee a y jumping	hunch these even hang between least	water water	ee ee g	happy y-lling swallowing	happy y-lling swallowing	happy My dog is very happy! carry I helped Mum carry the shopping bags.	ee ee
ee ee head	ee ee or ee ee ee head	water water	ee ee head	ee ee head ee ee head	ee ee head ee ee head	ee ee head ee ee head	ee ee head
ee ee head	ee ee or ee ee ee head	water water	ee ee head	ee ee head ee ee head	ee ee head ee ee head	ee ee head ee ee head	ee ee head
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Notes for these lessons:

- Practice reading new words with word cards showing the sound letters only.
- All GPCs in red are in the 'Phonics screening check'.
- Lesson 2: Use the chunking method, if needed, to support children reading longer words. Aim for the children to be able to read the words without chunking them up.
- Over time, these words should enter the children's orthographic store and become fluent.
- Lesson 4: The GPCs 'ee' and 'ee' are new. Use this lesson to reinforce the more common GPCs for 'ee' 'ee' and 'ee', as well as learning these uncommon spellings.
- Lesson 5: Start the words. Use pictures such as 'ee' 'head' and 'ee' 'head' to sort the words.
- GPCs in bold link to the GPCs in the Lesson focus.

Keep-up lessons ensure every child learns to read

- As much as practicably possible, children will move through the order of sounds together: children who need extra support to catch up will be prioritised between sessions, to ensure that learning gaps do not appear, or widen over time.
- Any child who needs additional practice has keep-up support, taught by a fully trained adult (*all of our staff are fully trained with Little Wandle*.) Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 and beyond who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the keep-up resources – at pace.

Teaching reading: Reading practice sessions

We teach children to read through reading practice sessions at least two times a week. We aim for three sessions for the bottom 20% and our middle achieving children.

- These sessions:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching. We use *The Big Cat Collins* reading books.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books. Our Year 3 children will then move to a whole class reading approach when ready.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Mount Pleasant and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books and displays.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- In Reception, Year 1 and Year 2 they are sent home the *Big Cat Collins* book they have used during their reading sessions to help build their confidence and fluency. They will also take home a library book of their choice weekly. This is to encourage them to read for pleasure.
- At the end of each half term the Year 1 and Reception children will receive a list of the new phonemes, words and tricky words they have learnt this half term from their class teacher. This is sent home so parents can support their children's phonic skills at home too. Weekly homework is sent home also based around the new phonemes they have learnt that week in Year 1 and Reception too.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- [Assessment for learning](#) is used:
 - daily within class to identify children needing keep-up support
 - weekly in the review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- [Summative assessment](#) is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the keep-up support that they need.
 - by SLT and the Reading Leader and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- For summative assessment we use the Little Wandle assessment mark sheet. This data is then formulated onto a Mount Pleasant Phonic and Tricky word tracker to show any gaps and misconceptions. Each teacher then completes a Mount Pleasant Phonic Tracking Sheet which highlights which children are working within, working towards and below the ARE. Then each teacher carefully plans keep up session to ensure all children who are not working within are given the opportunity to close the gap.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Reading in Key Stage Two

In Key Stage Two, we teach reading through two different approaches: whole class reading and through access of a daily novel. The daily novel is read for at least fifteen minutes to the class by the teacher in order to model good reading through fluency and expression and to expose the children to different language and to develop of love of reading, to enjoy a whole book without analysing the word choices or chapters. Some examples of our class novels are: *Viking Boy*, *Cogheart*, *Skellig*, *Who Let the Gods Out*.

Mount Pleasant Primary School Chosen Texts/Stories						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<i>The Gingerbread Man</i> By Ladybird	<i>Whatever Next</i> By Jill Murphy	<i>Owl Babies</i> By Martin Waddell	<i>The Gruffalo</i> By Julia Donaldson	<i>The Enormous Turnip</i> By Ladybird	<i>3 Billy Goats Gruff</i> By Stephen Carpenter
Reception	<i>Goldilocks</i>	<i>The Nativity</i>	<i>The Gruffalo's Child</i> By Julia Donaldson	<i>Jack and the Beanstalk</i>	<i>The Very Hungry Caterpillar</i> By Eric Carle	<i>Handa's Surprise</i> By Eileen Browne
Year 1	<i>Where's My Ted?</i> By Jez Alborough	<i>Going on a Bear Hunt?</i> By Michael Rosen	<i>Elves and the Shoemaker</i> By Ladybird	<i>Supertato</i> By Sue Hendra	<i>Percy and the Park Keeper</i> By Nick Butterworth	<i>Peter Rabbit</i> By Beatrix Potter
Year 2	<i>The Pirates Next Door</i> By Jonny Duddle	<i>The Pirate Monster</i> By Jonny Duddle	<i>Hansel and Gretel</i> By Anthony Browne	<i>The Twits</i> By Roald Dahl	<i>The Mousehole Cat</i> By Antonia Barber	<i>Katie Morag and the Bad Boy Cousins</i> By Mimi Heddenwick
Year 3	<i>Stone Age Boy</i> by Satoshi Klamura & Iron Man by Ted Hughes	<i>Bill's New Frock</i> by Anne Fine	<i>Oliver & The Seawigs</i> by Philip Reeve	<i>The Magical Faraway Tree</i> by Enid Blyton	<i>There's a Pharaoh in our Bath!</i> by Jeremy Strong	<i>Max and Katie's Egyptian Adventure</i> by Samantha Metcalf
Year 4	<i>Who Let the Gods Out?</i> By Maz Evans	<i>Tilly and the Time Machine</i> By Adrian Edmondson	<i>The Miraculous Journey of Edward Tulane</i> By Kate DiCamillo	<i>Varjak Paw</i> By SF Said	<i>The Girl Who Stole An Elephant</i> By Nizrana Farook	<i>Beetle Boy</i> By M.G. Leonard
Year 5	<i>Anglo-Saxon Boy</i> By Tony Bradman	<i>Viking Boy</i> By Tony Bradman	<i>Cogheart</i> By Peter Bunzl	<i>Boy in the Tower</i> By Polly Ho-Yen	<i>Running Wild</i> By Michael Morpurgo	<i>The Breadwinner</i> By Deborah Ellis
Year 6	<i>Stay Where You Are And Then Leave</i> By John Boyne	<i>The Boy in the Striped Pajamas</i> By John Boyne	<i>The Skellig</i> By David Almond	<i>The Graveyard Book</i> By Neil Gaiman	<i>Wonder</i> By R.J. Palacio	<i>Can You See Me?</i> By Libby Scott
7M	<i>My Brother is a Superhero</i> By David Solomons		To be decided based on children's interests.			

Whole class reading takes place each day for at least thirty minutes based on either the class novel (Monday's and Friday's) or three linked texts (Tuesday – Thursday.) Each lesson focuses on one of the key reading domains with a greater focus on retrieval and inference (the two largest weighted areas in KS2 assessments.)

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading Focus	Quick Quiz Recapping Explanation of authorial intent SMSC Question	Inference and Retrieval	Inference and Retrieval	Inference and Retrieval	Quick Quiz Sequencing Summarising Prediction
Text Focus	Class Novel	Linked Text	Linked Text	Linked Text	Class Novel
Notes	No new reading of the class novel n reading lesson, only recap on what has been read.	Focus on development of expression when reading aloud.	Focus on skimming and scanning to support with retrieval questions.	Model highlighting evidence in the text.	No new reading of the class novel n reading lesson, only recap on what has been read.

The structure of the reading lesson is as follows along with example questions:

Layout of the Reading Lesson	
Read the text Spend no more than ten minutes reading this as a class (10 mins)	
Explore the vocabulary (pick maximum five words) Display on IWB, discuss meaning (3 mins)	
Quiz Between 3 – 8 questions, quick fire and should not too much referring to the text (5 mins)	
Individual thinking One or two questions only (5 mins)	
Partner Work Lots of discussion – does not need to happen every lesson, once a week (2 mins)	
Solo work Longer, independent task (10 mins)	

The weekly quiz

1. What is Zero's real name?
2. What is the name of the bit of desert where Stanley's great grandfather found refuge?
3. What was the name of Stanley's great great grandfather?
4. Why was Stanley sent to Camp Green Lake?
5. What is Stanley's nickname?
6. Where was Zero hiding?
7. What did Stanley and Zero drink in the desert?
8. How did Kate Barlow die?
9. Who was originally looking for Kate Barlow's loot?
10. What was the name of the handy man who also sold onions?

Solo Work

Should Fliss have told Lisa about her dream? What would be the pros and cons of doing both? Decide on a final answer.

"What the heck did you do that for?" whispered Fliss, as Lisa slid into her seat. Lisa was one of those girls who seldom step out of line and are rarely in trouble at school.

She shook her head miserably. "I don't know, Fliss. I don't even need a torch – I've got a better one at home. You'll think I'm crazy, but I couldn't help it – it was as though my feet were going by themselves."

"Oh, don't you start," growled Fliss.

"What if you mean?"

"Nothing. Forget it." She looked out of the window. They passed a sign. North Yorkshire Moors National Park. The coach was climbing. Fliss gazed out at green pasture gave way to treeless desolation. She shivered.

Through this way of teaching reading, children experience explicit teaching of reading skills and knowledge as they progress throughout school. Our sessions also follow along with our school's medium term planning and comprehension skills progression documents, we also have a 'catch up' document and plan in place following lockdown:

Reading Overview Curriculum Progression for Learning				Lingfield Education Trust		Reading Catch Up Catch up Criteria for Reading				Lingfield Education Trust	
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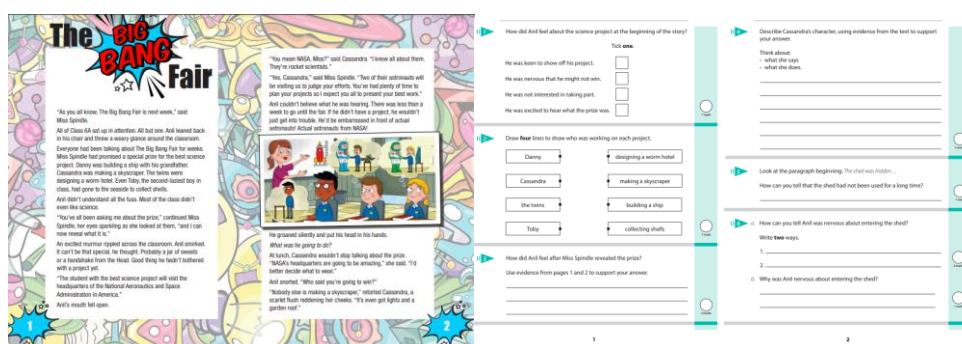
lexical level and demand more from the reader than other types of books. These are split into five categories:

- Archaic texts – with old fashioned language such as the works of Beatrix Potter. The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.
- Non-linear time sequences – parallel plots, flashbacks, flash forwards.
- Complexity of narrator - books which are sometimes narrated by an unreliable narrator- Scout, for example, who doesn't understand and misperceives some of what happened to her.
- Figurative/Symbolic texts – often through figurative poetry.
- Resistant texts - texts written to deliberately resist easy meaning-making by readers. You have to assemble meaning around nuances, hints, uncertainties and clues.

In addition to whole class reading, children have access to two reading books of their own choosing. One is a class or library based book selected by the child, the second is underpinned by Accelerated Reader which is ran across Key Stage Two. Children are tested on Accelerated Reader the start of each term and are given a baseline level. Once the children have read the book and taken the quiz, they must score 80% or higher three times before progressing to the next level. This ensures that the children are reading a book of the correct ability for them, but given the choice of which book on this level to choose from. Accelerated Reader books are regularly bought and updated, stamped and maintained by the school librarians.

Assessing Reading

Assessment is an ongoing aspect of reading in Mount Pleasant, not only in terms of phonic sounds, but of reading skills too. As a school we use a combination of the Trust's Reading Standards, Little Wandle for lower down school, benchmarking and the NFER reading tests. These tests come in the form of an answer booklet with a separate booklet of texts for the children to read, very much in the style of KS1 and KS2 SATs. This builds resilience and speed year upon year and the tests are all appealing to the children.



This provides staff with a wide range of information regarding reading age, comprehension ability, standardised scores and specific areas of strength and development for each individual child, and enables teachers to target support effectively through quality first teaching in the correct area. The assessment tool also provides a 'standardised score' to help support teachers with their reading judgements.

Below 70	70-84	85-94	95-104	105-114	115-129	Above 129
well below average	below average	low average	average	high average	above average	well above average

The Trust 25 Reading objectives are the main source of assessment and are used to support planning and teaching with five Key Performance Indicators (KPIs) for each year group. These are continually updated and assessments submitted at the end of each term. To support assessments, staff also use the termly

NFER tests to validate their teacher assessment. Accelerated Reader results are also taken in to consideration.

Any child who is deemed to be making insufficient progress or who is working towards that year group standard will be part of an intervention group with the class teacher or teaching assistant. Interventions may be based on increasing fluency of reading, decoding skills or understanding the text. Reciprocal Reading is largely used as an intervention scheme to support these children with their needs.

Intervention is also in place for children who do not read at home or who are not heard reading. Between 1.15 – 1.30pm every day, a dedicated time for independent reading is given. During this time, teachers will specifically listen to children read who are not at home in order to prevent them from dropping behind their peers. Teachers will then make a comment in the child's reading record (or planner in Upper Key Stage Two) to build communication links between school and home. Staff aim to read with each child three times a week minimum.

Home reading

Studies show that reading at home makes a big difference to children's educational performance. Evidence suggests that children who read for enjoyment every day at home 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. We expect our children to read *at least* three times per week at home, which should be recorded in their individual reading records or planners. Children who do not read at home or who are identified as at risk of not making their expected progress will be provided with additional reading opportunities with an adult in school, as outlined above. Rewards are in place within each class for this children who do read at home.

Promoting reading

At Mount Pleasant, we strive to promote a solid and secure reading ethos in other ways. Each year, we celebrate World Book Day through exciting, creative activities. Similarly, we also celebrate Roald Dahl day. Displays around school and in classrooms reminds children of reading opportunities and skills as well as show casing work completing on a book or detailing the class novel being shared. We have been visited by authors including Wes McGee and Adam Bushnell. Book Fairs are held during the year and give families the opportunity to browse and buy books together and we have held weekly payment support so the children can save up money to purchase a book at one of our fairs. In every class, teachers share class novels or books which afford further opportunities to engage pupils and to introduce new authors, ideas, concepts and vocabulary. In EYFS, daily stories and rhymes are shared and in EYFS stories are shared at the end of every day. We also have half termly Accelerated Reader awards for Key Stage Two and Star Reader Awards for Key Stage One and celebration assembly on Friday's regularly includes a reading award for pupils.