



***Here at Llanedeyrn Primary School, we believe that reading is an essential skill. As a child grows up, being able to read will not only enable them to discover new facts and to learn at school, but also will open them up to a world of new ideas, thinking, philosophies and opportunities.***

## **The Importance of Reading**

At Llanedeyrn Primary School, we are passionate about books and this love of reading is shared with all children. We value the importance of ensuring that our pupils are exposed to a wealth of books. Research shows children who read for pleasure will achieve more than those that do not read in later life.

We are committed to ensuring that all children become independent and fluent readers during their time at our School as we consider reading to be an essential skill for all learners. Reading underpins all Areas of Learning and Experiences, and a child will need high levels of reading skills as children will first need to learn to read in order to be able to read to learn.

## **How does Reading look in Early Years?**

### **Nursery**

- **Reading Strategies**

Each week, we focus on a different reading strategy; and every Friday, the focus is on *Reading for Enjoyment*. These strategies are taught through our weekly story, and are shared with parents and carers via Class Dojo.

- **Reading at Home**

There are indoor and outdoor Reading Areas in the Nursery. Pupils have access to a variety of picture books. From September, children take a non- scheme reading book home every Monday. In January, after they start Read Write Inc (RWInc), children take home a pink scheme book. All children must bring their books to School each day. If a child has lost their book, another book will be sent home, however, this needs to be logged and a conversation must happen with the parents or carers. If this continues, the class teacher will speak to the Learning Leader. There is a charge of £5 for a lost book; if a book does not return within 7 days, School will assume that it is lost.

- **RWInc**

RWInc starts after the Baseline assessments. Sounds are introduced to the pupils through playing games and rote learning. During focused teaching sessions and learning activities, they learn and practise their phonics.

- **Reading Together Time**

Every day, the teacher will read a book from a given list to the whole class, and during this time the teacher will focus on *Reading for Enjoyment*.

## Reception

- **Reading Strategies**

Each week, we focus on a different reading strategy; and every Friday, the focus is on *Reading for Enjoyment*. These strategies are taught through whole class books and Guided Group Reading (GGR) sessions. The Reading Strategy may be referenced in the *Reading Together Time*.

- **Reading at Home**

All pupils will be sent home with a pink reading scheme book and a non-scheme book from the first week of the Autumn term. They must all bring their books to School each day. If a child has lost their book, another book will be sent home, however, this needs to be logged and a conversation must happen with the parents or carers. If this continues, the class teacher will speak to the Learning Leader. There is a charge of £5 for a lost book; if a book does not return within 7 days, School will assume that it is lost.

- **RWInc**

There is a 10-minute slot in the morning when the whole class does the Steady section – sounds only. This slot is when the pupils rote learn the sounds and play RWInc games led by the teacher. At some other point during the day, the class will split into 3 groups and follow either the Focus Group, Steady or Speedy. The pupils will either play the sound games again or will read their levelled book according to the three bands. These groups are led by the class teacher and LSAs on a weekly rotational basis. Videos of the sounds will be uploaded every Friday on Google Classroom and Dojo for Parents and Carers.

- **Reading Together Time**

Every day, the teacher will read a book from a given list to the whole class, and during this time, the teacher will focus on *Reading for Enjoyment*. There are times when the teacher may have left the pupils on a cliff hanger, so to encourage excitement, the class may have their story time first thing in the morning; or if the teacher wants to build anticipation, they may leave the book out on their desk and keep referring to that fact that they cannot wait for *Reading Together Time*, and may have it before lunch.

- **Guided Group Reading**

Once Baseline assessments have been completed, pupils will take part in GGR sessions.

- **Rocket Words**

High frequency words are known as **Rocket Words**. Once the Baseline assessments have been completed, these words are given to the pupils on a Friday to practise at home and throughout the week within the classroom. They are able to access these through learning provision. The class teacher is responsible for uploading the **Rocket Words** data onto *TEAMS*.

- **Reading Opportunities**

In School, each pupil must have at least 6 opportunities to read throughout the day to help support their progress in reading. These may include:

- Singing Assemblies;
  - GGR;
  - RWInc;
  - Reading Together Time;
  - Independent Reading;
  - Reading with an Adult Volunteer.
- **Reading Volunteers**  
Each class teacher must organise a reading volunteer who will listen to the pupils read.
  - **Tracking Reading**  
Pupils are benchmarked every February, and July. A pupil may be benchmarked outside these times if it becomes obvious that they have made progress and potentially needs to move up a level. Once benchmarking has been completed, benchmark data needs to be recorded and uploaded onto the class tracker on TEAMS. *Rocket Word* data will also be uploaded onto TEAMS.

## How does Reading look in Years 1 and 2?

- **Reading Strategies**  
Each week, we focus on a different reading strategy; and every Friday, the focus is on *Reading for Enjoyment*. These are taught through whole class books and GGR sessions. The Reading Strategy may be referenced in the *Reading Together Time*.
- **RWInc**  
There is a 10-minute slot in the morning when the whole class does the Steady section – sounds only. This slot is when the pupils rote learn the sounds and play RWInc games led by the teacher. At some other point during the day, the class will split into 3 groups and follow either the Focus Group, Steady or Speedy. The pupils will either play the sound games again or will read their levelled book according to the three bands. These groups are led by the class teacher and LSAs on a weekly rotational basis.
- **Reading Together Time**  
Every day, the teacher will read a book from a given list to the whole class, and during this time, the teacher will focus on *Reading for Enjoyment*. There are times when the teacher may have left the pupils on a cliff hanger, so to encourage excitement, the class may have their story time first thing in the morning; or if the teacher wants to build anticipation, they may leave the book out on their desk and keep referring to that fact that they cannot wait for *Reading Together Time*, and may have it before lunch.
- **Guided Group Reading**  
Pupils have a GGR session once a week. While some pupils are working with the teacher, the other pupils are reading individually or in pairs.
- **Reading Interventions**  
The CLIP reading intervention will take place during the GGR. This is carried out by a Learning Support Assistant (LSA) and takes place during the Autumn and Summer terms. This is a 10-week intervention, with a week either side for assessments. CLIP will take place 4 times a week for 30 minutes.

- **Reading Opportunities**

In School, each child must have at least 6 opportunities to read throughout the day to help support their progress in reading. These may include:

- Singing Assemblies;
- Google Classroom;
- Watching an educational video with the subtitles on;
- Reading within the different Areas of Learning and Experiences;
- GGR;
- RWInc;
- Reading Together Time;
- Independent Reading;
- Reading with an Adult Volunteer.

- **Reading Volunteers**

Each class teacher must organise a reading volunteer who will listen to the pupils read.

- **Reading at Home**

All pupils must take home a scheme book and a non-scheme book each day. They must bring their books to School each day. If they have lost their book, another book will be sent home, however this needs to be logged and a conversation must happen with the parents or carers. If this continues, the class teacher will speak to the Learning Leader. There is a charge of £5 for a lost book; if a book does not return within 7 days, School will assume that it is lost.

- **Tracking Reading**

Pupils are benchmarked every October, February, and July. A pupil may be benchmarked outside these times if it becomes obvious that they have made progress and potentially needs to move up a level. Once benchmarking has been completed, benchmark data needs to be recorded and uploaded onto the class tracker on TEAMS. **Rocket Word** data will also be uploaded onto TEAMS.

## How does Reading look in Years 3 to 6?

- **Novel**

This is a 15-minute daily session. The teacher reads the novel to the pupils; after modelling, the pupils may also read it out loud together. Individual pupils are not to read the novel out loud. Anything recorded is presented in the *Whole Class Reading* book. Reading Strategies are taught during these sessions.

- **Whole Class Reading**

This is a 45-minute session that takes place 4x a week. Mondays and Thursdays this is based on the Class Novel and during this time, pupils can demonstrate their understanding of the Novel. On Tuesdays and Wednesdays, reading is based on a variety of topics sometimes linked to their in-class learning but other times linked to current affairs or general knowledge. Anything recorded is presented in the *Whole Class Reading* book.

- **RWInc**

In Years 3 and 4, RWInc is delivered to the whole class every day until Easter; while in Years 5 and 6, RWInc for the whole class every day until Christmas. This is a 10-minute slot from the Steady section – sounds only. During this slot, children play our RWInc games and rote learn the sounds.

- **Reading Interventions**

The CLIP reading intervention takes place Monday to Thursday. This is carried out by a LSA and takes place during the Autumn and Summer terms. This is a 10-week intervention, with a week either side for assessments. CLIP will take place 4 times a week for 30 minutes.

- **Reading Together Time**

Every day, the teacher will read a book from a given list to the whole class, and during this time, the teacher will focus on *Reading for Enjoyment*. There are times when the teacher may have left the pupils on a cliff hanger, so to encourage excitement, the class may have their story time first thing in the morning; or if the teacher wants to build anticipation, they may leave the book out on their desk and keep referring to that fact that they cannot wait for *Reading Together Time*, and may have it before lunch.

- **Reading Opportunities**

In School, each pupil must have at least 6 opportunities to read throughout the day to help support their progress in reading. These may include:

- Singing Assemblies;
- Google Classroom;
- Watching an educational video with the subtitles on;
- Reading within the different Areas of Learning and Experiences;
- Whole Class Reading;
- Novel;
- RWInc;
- Reading Together Time;
- Independent Reading;
- Reading with an Adult Volunteer;
- Vocabulary of the Week.

- **Reading Volunteers**

Each class teacher must organise a reading volunteer who will listen to the pupils read.

- **Reading at Home**

All pupils must take home a scheme book and a non-scheme book each day. They must bring their books to School each day. If they have lost their book, another book will be sent home, however, this needs to be logged and a conversation must happen with the parents or carers. If this continues, the class teacher will speak to the Learning Leader. There is a charge of £5 for a lost book; if a book does not return within 7 days, School will assume that it is lost.

- **Tracking Reading**

Pupils are benchmarked every October, February and July. A pupil may be benchmarked outside these times if it becomes obvious that they have made progress and potentially needs to move up a level. Once benchmarking has been completed, benchmark data needs to be recorded and uploaded onto the class tracker on TEAMS.

Pupils are tested using the *Salford Reading Test* every January and July. This data is to be uploaded to TEAMS. The data from July will be for class teachers to use as a baseline for the beginning of the new academic year.

## Reading Expectations

**Appendix A** illustrates the expectations of where a pupil should be by the end of each academic year.

- If they are on the Focus colour at the end of the academic year, then this means that they are reading at the emerging level or is below the expected level for their age;
- If a pupil is on the Steady colour at the end of the academic year, then they are reading at the expected level for their age;
- If they are on the Speedy colour at the end of the academic year, then their reading is exceeding or is above the expected reading level for their age.

## Whole School Reading Events

### Visitors and Visits

As a School, we ensure that the joy of reading extends throughout school life. We enjoy participating in the Cardiff Literature Festival each year; organising visits from authors to talk to our pupils; and we further ignite their interest in reading by regularly visiting the local library.

### Reading with Oracy and Schools of Sanctuary

A highlight of our year is our *World Oracy Book Day*. During this day, each year group reads a set text and carries out Oracy and creative activities based on the text. Furthermore, each term we celebrate *No Outsiders Day* and *Refugee Week* where each year group bases all learning that day or week around a set text.

## The Impact

By being relentless through tracking progress, teaching reading strategies, and making sure *Reading for Enjoyment* is always a priority, we ensure that the pupils of Llanedeyrn Primary School become fluent, expressive and highly competent readers.

## Appendix A - Reading Expectations and Benchmarking Levels

Year Group	Age	Expected Progress by End of the Year	Expected Levels
Nursery	Up to 4 years	Focus - Lilac Steady - Pink Speedy – Red	Emerging or Below Expected Exceeding or Above
Reception	4 – 5 years	Focus - Red Steady - Yellow Speedy – Blue	Emerging or Below Expected Exceeding or Above
Year 1	5 – 6 years	Focus - Yellow Steady - Blue Speedy - Green / Orange	Emerging or Below Expected Exceeding or Above
Year 2	6 – 7 years	Focus – Orange Steady – Turquoise Speedy – Purple	Emerging or Below Expected Exceeding or Above

<b>Year 3</b>	7 – 8 years	Focus – <b>Purple</b> Steady – <b>Gold</b> Speedy – <b>White</b>	<b>Emerging or Below</b> <b>Expected</b> <b>Exceeding or Above</b>
<b>Year 4</b>	8 – 9 years	Focus – <b>White</b> Steady – <b>Lime</b> Speedy – <b>Ruby</b>	<b>Emerging or Below</b> <b>Expected</b> <b>Exceeding or Above</b>
<b>Year 5</b>	9 – 10 years	Focus – <b>Ruby</b> Steady – <b>Sapphire</b> Speedy – <b>Black</b>	<b>Emerging or Below</b> <b>Expected</b> <b>Exceeding or Above</b>
<b>Year 6</b>	10 – 11 years	Focus – <b>Sapphire</b> Steady – <b>Black</b> Speedy – <b>Black</b>	<b>Emerging or Below</b> <b>Expected</b> <b>Exceeding or Above</b>