At Mendlesham, we aspire for our children to…

- Read confidently and fluently, with good understanding
- Read widely and often for information, academic development and pleasure
- Use discussion to explain, present, question and debate
- Be proficient at speaking and listening, and assured in presenting to a variety of audiences
- Expand their vocabulary range and apply it in a range of spoken and written contexts
- Develop their knowledge of grammatical conventions
- Listen to and absorb stories beyond the current scope of their independent reading
- Appreciate and explore our rich and varied literary heritage

Reading Provision at Mendlesham

Early Years	Little Wandle Phonics	Carefully considered class text	Daily Supported Reader	Text rich environment	Levelled home reading & library book	1:1 reading / targeted support	Reading for pleasure
Year 1	Little Wandle Phonics	Carefully considered class text	Daily Supported Reader	Text rich environment	Levelled home reading & library book	1:1 reading / targeted support	Reading for pleasure
Year 2	Little Wandle Phonics	Carefully considered class text	DSR / DR	Text rich environment	Levelled home reading & library book	1:1 reading / Rapid	Reading for pleasure
Year 3	Independent Reading	Carefully considered class text	Destination Reader	Text rich environment	Levelled home reading & library book	1:1 reading / Rapid	Reading for pleasure
Year 4	Independent Reading	Carefully considered class text	Destination Reader	Text rich environment	Levelled home reading & library book	1:1 reading / Rapid	Reading for pleasure
Year 5	Independent Reading	Carefully considered class text	Destination Reader	Text rich environment	Levelled home reading & library book	1:1 reading / Rapid	Reading for pleasure
Year 6	Independent Reading	Carefully considered class text	Destination Reader	Text rich environment	Levelled home reading & library book	1:1 reading / Rapid	Reading for pleasure
Mulberry & whole school	Phonics / Independent Reading	Carefully considered class text	DSR & DR	Text rich environment	Levelled home reading & library book	1:1 reading / Rapid	Reading for pleasure

Reading Progression

Throughout each year, children work on developmental building blocks under each of the Key Concepts of reading accurately and comprehension. These are intertwined throughout the curriculum to ensure links through knowledge, themes and progression of skills.

Individual building blocks are further broken in to year groups which teachers use to plan and assess. These are also used to secure teachers' understanding of what precedes and follows each year group, which can then be used to support in differentiation.

English - Reading										
To read accurately (learning to read)				To understand text (reading to learn)						
Phonics / Decoding	Common Exception Words	Fluency	Confidence	Prediction	Inference	Questioning	Evaluating	Clarifying	Making Connections	Summarising

Points to words consistently
Points when stuck
Sustains fluency and expression
Reads a few high frequency words (HFW) on sight
Reads some HFW on sight
Reads most HFW on sight
Pauses at full stops
Responds to some punctuation
Responds to most punctuation
Applies sound letter links
Decodes some unfamiliar words
Decodes unfamiliar words consistently
Notices mistakes
Notices and self corrects some mistakes
Notices mistakes and self corrects most of the time
Writes a few HFW fast and fluently
Writes some HFW fast and fluently
Writes many HFW fast and fluently
Controls direction mostly
Controls direction fully
Re-reads text to understand or check sometimes
Re-reads to check understanding when necessary
Uses picture to support problem solving
Uses picture to support problem solving as required

Example of Daily Supported Reading assessment

Reading Implementation

Reading at Mendlesham School focuses on 6 aspects:					
1 – Supporting Staff	2 – Teaching the reading curriculum	3 - Engaging parents	4 – Developing the reading environment	5 – Targeting resources	6 – Celebrating reading and English
Equip staff with the skills and knowledge they need to teach children to be accomplished, keen readers.	Make use of every opportunity the curriculum offers to teach children to become lifelong readers.	Harness the enthusiasm of parents and carers to ensure the culture of reading developed by the school extends into the home.	Understand the role the physical environment (including libraries, book areas and displays) plays in teaching children to become readers.	Use a wide range of different reading material to teach children to become readers.	Involve the school community in special events to raise the profile of reading and engage children.

Supporting Staff Development

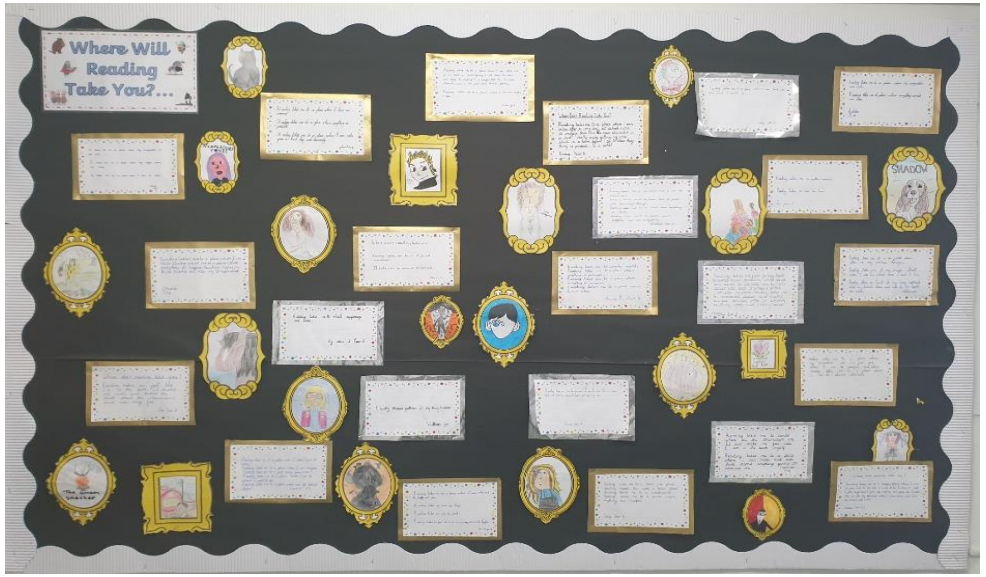
- In order for children to become life-long readers, all staff must be skilful at teaching each element of reading. Staff need a strong grasp of the different stages children move through and need to have good knowledge of books to meet the different needs of children and our curriculum.

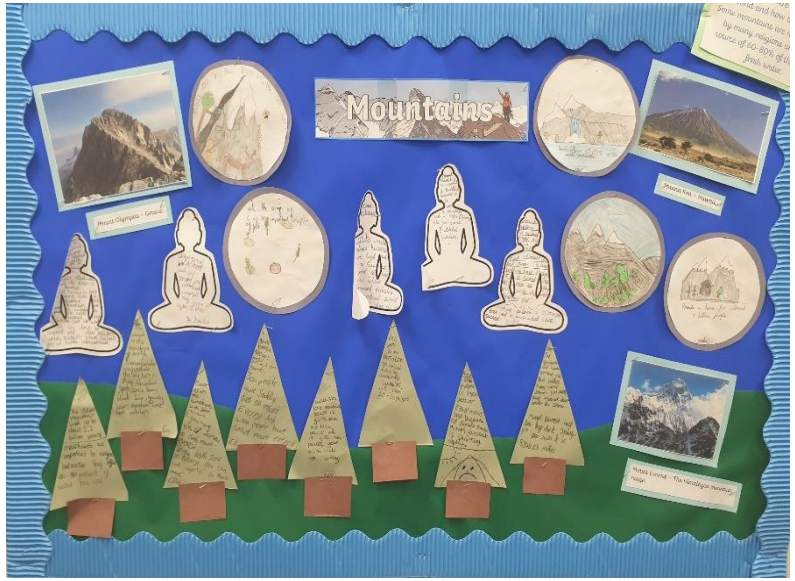
- In addition to teaching reading, staff need to be effective in the assessment of reading. This means that staff need a strong understanding of where children are as a reader and how to develop them further.

- With this clear vision of what skills and knowledge our staff need, we continually support and strengthen existing skills through professional development.

Teaching the Reading Curriculum

We know that an effective way of teaching the reading curriculum is through a range of motivating, high quality books and texts that engage children to become enthusiastic readers and make links in their learning. High quality teaching of reading and promoting a love of reading ensures that all children move through the stages of reading to become confident, fluent readers.





Engaging Parents

Parents are regularly invited into school to learn about supporting their child with reading. These sessions include:

- Reading workshops and reading cafés
- How we teach reading/phonics – parent sessions
- Work alongside your child – opportunities for parents to come into each year group to look at how reading is taught at Mendlesham
- Reading books and diaries for parents to record children's efforts and progress
- Trackers for parents to keep up to date with children's progress
- Reading letters/newsletters explaining how we teach reading at Mendlesham and how to support through the different colour bands at home

Developing the Reading Environment

- Children are immersed in a text rich learning environment. They are exposed to printed and handwritten words in all areas of the classroom (both inside and out).
- All classrooms have beautifully engaging reading areas, fostering a love of reading.

Early Reading Overview

How is this delivered? (Implementation)
DSR groups
Daily reading
Targeted small group support

How do you know it has impact?
Progress tracking pupil progress reviews
Weekly meeting

Use and apply strategies independently in early reading books
Reading mileage

Phonics

How is this delivered? (Implementation)
Daily phonics
Phonetically decodable books
Targeted interventions
Rapid phonics

How do you know it has impact?
Phonics tracking
Phase assessments
Outcomes of PSC

Develop meaning and understanding in all texts

Develop and foster a love of reading

How is this delivered? (Implementation)
DSR groups
Story time/Active Story
Book linked to topics
Power of Reading

How do you know it has impact?
DSR/EYFS tracking
Phase assessments

How is this delivered? (Implementation)
Story time daily/Active Story
Power of Reading
Home reading
Reading corner
Discussion through DSR as focus
Reading across the curriculum
Range of texts

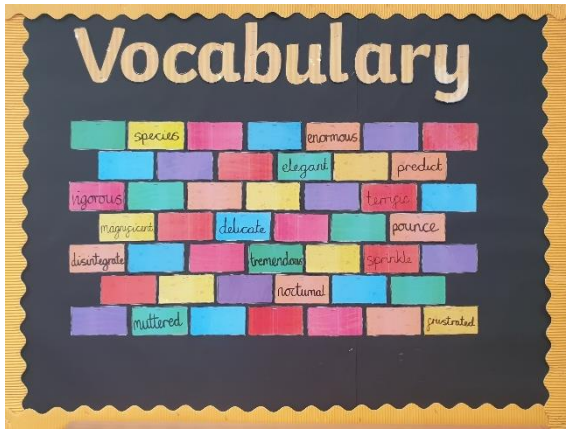
How do you know it has impact?
Phonics/DSR tracking
Phase assessments
Pupil voice

EYFS: Pre-reading

Print Awareness	Sounds of Speech	Phonemic Awareness
Children who have an awareness of print understand that the squiggly lines on a page represent spoken language.	To understand spoken language, a child must be able to hear and distinguish the sounds that make up the language. Songs and rhymes attune children to this.	Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words.

EYFS: Early Reading

Phonics and Decoding	Fluency	Vocabulary
Children's reading development is dependent on their understanding of the alphabetic principle – the idea that letters and letter patterns represent the sounds of spoken language. Systematic synthetic phonics teaches children the most basic sound units (phonemes) and their corresponding grapheme. Children learn, apply and practise skills sequentially.	Fluency is the ability to read a text accurately, quickly and with expression. Fluency is important because it provides a bridge between word recognition and comprehension. Re-reading increases the ability to 'read at a glance' familiar words, particularly those which represent an object children know (e.g. dog)	Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear orally to make sense of the words they see in print. Daily shared stories increases the vocabulary children hear. We encourage children to be articulate, confident speakers by providing sentence stems and extending and recasting sentences.



Little Wandle Phonics

- At Mendlesham, we use a programme called Little Wandle to support the delivery of Phonics, which is developed by Wandle and Little Sutton English Hubs and taken forward by Little Sutton Primary School and Wandle Learning Trust in partnership with other phonics and early reading experts.
- Little Wandle is introduced in the very first weeks of Reception to ensure that children make swift and rapid progress. This continues through Year 1 and then children move to Bridge to Spelling. Phonics teaches children to read by synthesising phonemes (sounds) with graphemes (written letters) and blending them together to read words consistent with their developing phonic knowledge.
- Daily formative assessment and half-termly (3-weekly for targeted focus groups) summative assessments ensure that next step learning needs are identified and addressed immediately to ensure excellent progress. Regular meetings across Early Years and Key Stage 1 ensures continued professional development of staff and that children's needs are responded to swiftly.
- Children practise and consolidate their learning by reading books that are finely-levelled, ensuring that they read books at exactly the right level for them.

'Children who read regularly score higher in assessments regardless of their socio-economic background. But highly engaged readers can only do this if they have the ability to decode successfully (DfE, 2021).

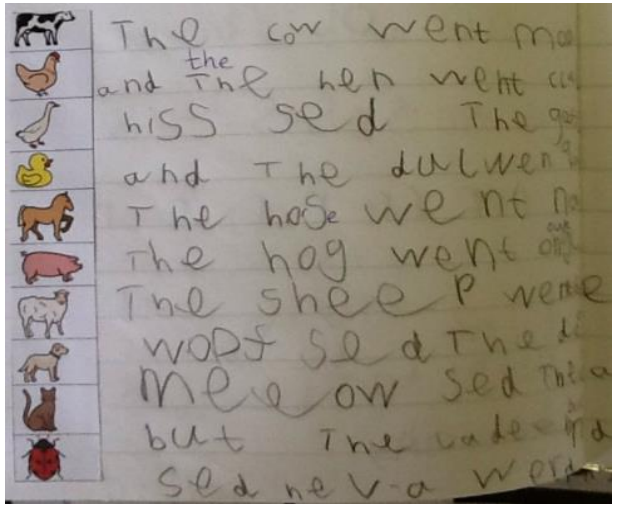
The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)

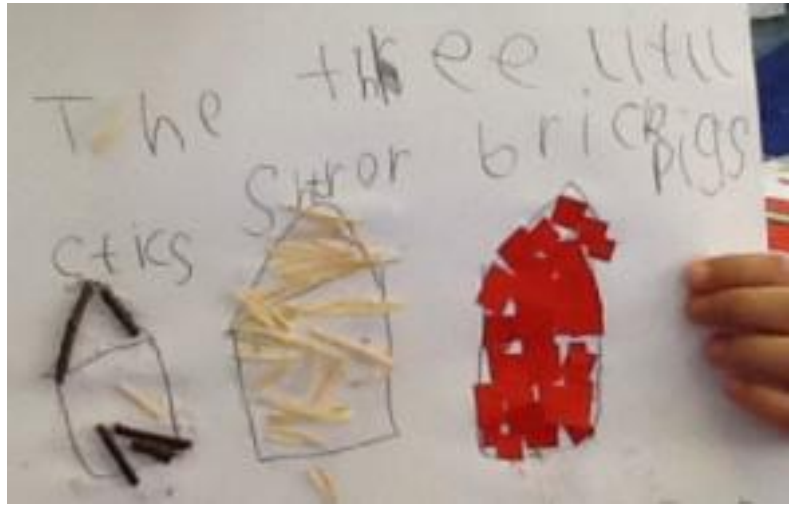
Rapid Catch-up

- For readers identified with gaps in their decoding knowledge, we use Little Wandle Rapid Catch-up, which is based on extensive research on how best to support struggling readers.
- Placement and continuous assessments identify gaps in phonic knowledge and interventions are put in place to ensure children make rapid progress, continuing throughout KS1 and KS2.
- Rapid Catch-up uses a mix of child-focused activities to support reading and spelling.
- An amazing selection of carefully levelled books allows children to read age appropriate texts at their individual level.
- Daily formative assessment ensures that next step learning needs are identified and addressed immediately to ensure excellent progress. 3 weekly heat maps clearly identify gaps.
- Regular intervention meetings and coaching sessions, together with summative assessments, ensures continued professional development of staff and that children's needs are responded to swiftly.

Talk for Writing

- Children in Reception learn to internalise and retell stories during our Talk for Writing sessions.
- A weekly focus book that links to our Topic means that children become familiar with Traditional Tales and ‘children’s classics’ such as ‘We’re Going on a Bear Hunt’.
- Using story words and actions, children learn to retell stories and use this as a stimulus for their own story writing.
- Children’s story telling is supported by learning how stories are sequenced, creating story maps and characters and using puppets and props to retell stories in their own words.





Daily Supported Reader

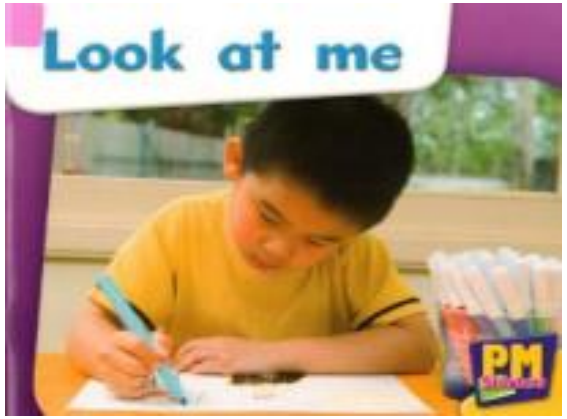
- At Mendlesham, we use a programme called Daily Supported Reader (DSR), created by Hackney Learning Trust in addition to our phonics teaching.
- DSR is a reading programme designed for developing reading fluency. It is introduced in Reception and continues through Year 1 and into Year 2. DSR provides further opportunities for children to read with an adult and to focus on their next step learning needs. It ensures that all children make excellent progress with reading and where issues are identified, they are responded to swiftly.
- Children learn in ability groups of no more than 6. Each group reads with a trained adult and completes follow up activities based on their reading and comprehension of the text. These include building and then writing words and sentences. Children work on 2 books each week, which means they are exposed to 70+ texts across the year, pitched to each child's independent reading level.
- Sessions are consistent as adults are supported with scripts. Children read with a range of adults over the year and move groups/levels as soon as they are ready.
- DSR uses PM books and we have extended this with a range of well-known sets including Reading Champions, Oxford Reading Tree, Rigby Star and Literacy World.

Daily Supported Reading: SEF Statement

Daily Supported Reading is a programme that ensures children in KS1 develop reading fluency by reading authentic natural language stories every day. Daily Supported Reading is implemented in addition to a school's synthetic phonics programme.

Children read in small groups led by a trained adult. Adults use a lesson guide to structure the session, and to support independent engagement with, and independent enjoyment of, a range of story books. Adults receive **ongoing weekly professional development training** across the year. They also receive **regular coaching support** while working with their reading groups each day.
The stories that children read in DSR are matched to their independent reading levels and children are promoted to higher level texts weekly.
Through texts, children learn to respond to, and engage with new ideas and information. (Cultural capital).

- They are taught how to **access** information with increasing autonomy and to read aloud with increasing fluency.
- They learn to problem solve independently, while keeping a story or message in mind. (Global comprehension)
- They begin to trust, value, and deepen their own opinions and responses while reading with increasing fluency and understanding.



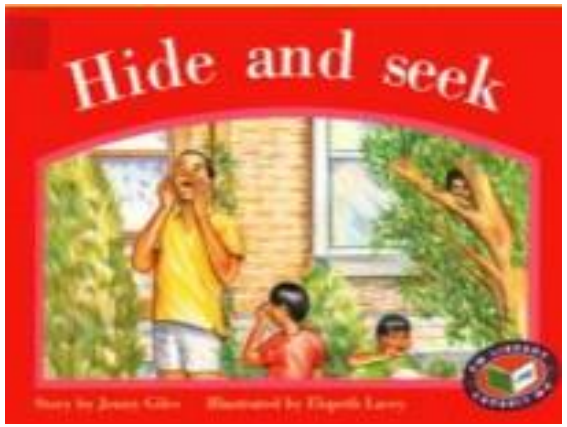
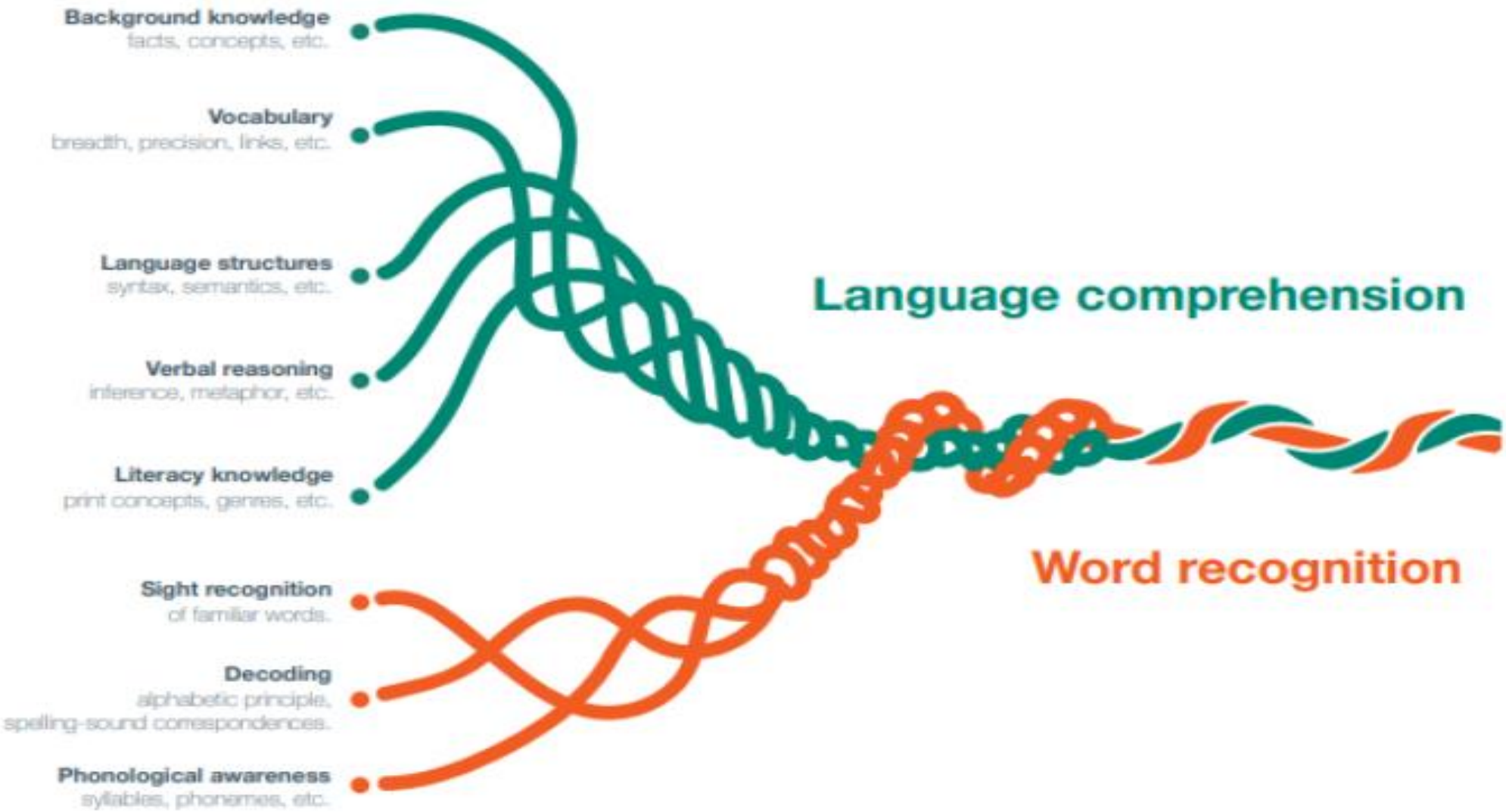


FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING[7]



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.*

Destination Reader

During Year 2, children progress to Destination Reader, where three key learning behaviours that foster engagement and independence are developed:

- Supporting and actively listening to others
- Discussing and explaining ideas
- Taking responsibility for own/group's learning

Once learning behaviours have been embedded, children learn key reading strategies, which help them deepen their understanding of the text:

- Predicting
- Evaluating
- Summarising
- Inferring
- Clarifying
- Asking questions
- Making connections

Reciprocal reading

Once children have been taught each strategy explicitly and learning behaviours are strongly embedded, reciprocal reading is introduced.

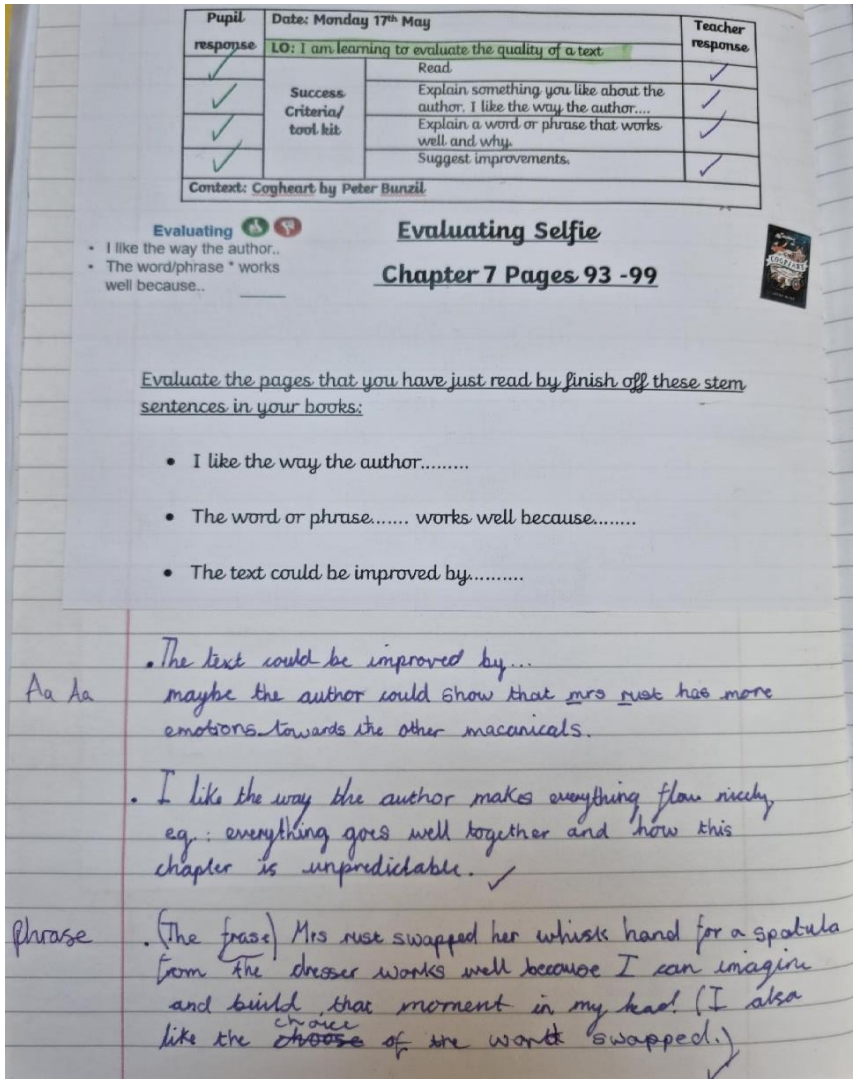
Children share a text and become gradually more independent in their use of strategies and ability to engage in discussion. They are responsible for managing and monitoring the group's reading.

Recording Reading Responses

- Children record their responses to what they have read and discussed. They are provided with sentence stems, which link to each strategy, to increase confidence.

- Self-reflections, or “selfies”, are recorded twice a week. Children are given feedback on their reflections and are able to ‘up level’ them.

- A ‘big picture’ comprehension task is completed each week. These cover the strategies children have learnt thus far. Children experience a range of question types and learn to unpick misconceptions alongside their teacher.



Pupil response	Date: Monday 17th May		Teacher response
	LO: I am learning to evaluate the quality of a text		
✓	Success Criteria/ tool kit	Read	✓
✓		Explain something you like about the author. I like the way the author....	✓
✓		Explain a word or phrase that works well and why.	✓
✓		Suggest improvements.	✓
	Context: Cogheart by Peter Bunzil		

Evaluating
- I like the way the author..
- The word/phrase * works well because..

Evaluating Selfie

Chapter 7 Pages 93 -99

Evaluate the pages that you have just read by finish off these stem sentences in your books:

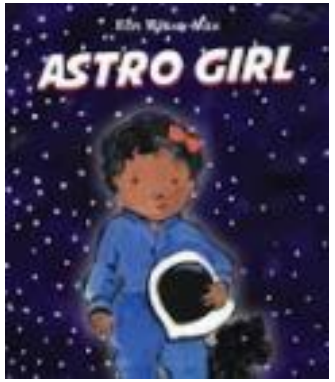
- I like the way the author.....
- The word or phrase..... works well because.....
- The text could be improved by.....

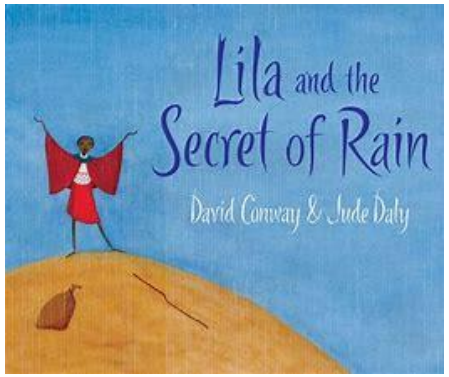
Aa Aa
- The text could be improved by... maybe the author could show that mrs rust has more emotions towards the other macanicals.
- I like the way the author makes everything flow nicely eg: everything goes well together and how this chapter is unpredictable. ✓

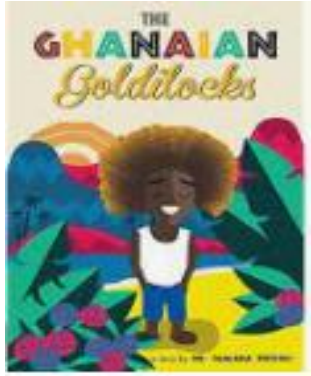
Phrase
- (The frase) Mrs rust swapped her whisk hand for a spatula from the dresser works well because I can imagine and build that moment in my head! (I also like the ~~choose~~ choice of the words swapped.) ✓

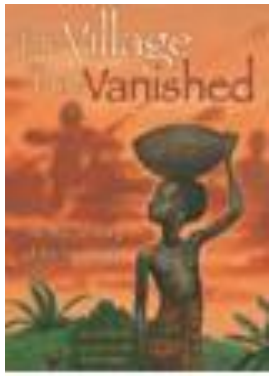
High Quality Texts

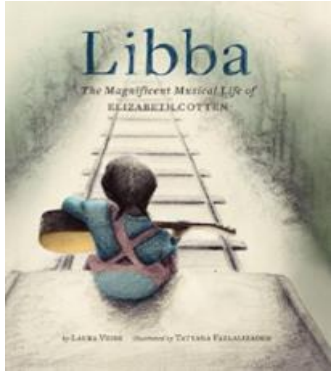
- At Mendlesham we want to raise the literacy achievement of all children by exposing our pupils to quality children's literature.
- Using The Centre for Literacy in Primary Education's (CLPE) Power of Reading proven book lists, texts are carefully chosen which exposes children to the diversity of modern Britain and reflects the realities of modern life.
- Creative teaching approaches supports the development of a high quality literacy curriculum which aims to foster a whole school love of reading and writing.











Reception	Pink Level 1 Level 2
On entry to Year 1 End of Autumn 1	Red Level 3 Level 4 Level 5
Year 1 End of Autumn 2	Yellow Level 6 Level 7 Level 8
Year 1 End of Spring 1	Blue Level 9 Level 10 Level 11
Year 1 End of Spring 2	Green Level 12 Level 13 Level 14
Year 1 End of Summer 1	Orange Level 15 Level 16
Year 1 End of Summer 2	Turquoise Level 17 Level 18
Year 2	Purple Level 19 Level 20
Year 2	Gold Level 21 Level 22
End of Year 2	White Level 23 Level 24

Assessment

- Formal (summative) reading assessments called Benchmarking happens for all children twice a year and as necessary.
- Informal (formative) assessments based on group leader judgements occur weekly.
- Reading abilities are recorded half termly. This informs planning and interventions and is a crucial tool for pupil progress meetings.

Expected End of Y6	Silver
Expected End of Y5	Black
	Magenta
Expected End of Y4	Grey
Expected End of Y3	Brown
	Lime L25, 26

Assessment in reading is based on a broad evidence base

Short focused tasks

2/3 selfies per week

Summative assessment

PiXL

Class book band tracker / PM benchmark

Assessment

Taught Written comprehension

Big picture

Weekly (Friday)

Other information you may have:

- Home school reading
- Reading preferences
- Reading portrait
- Response in class

Individual reading records:

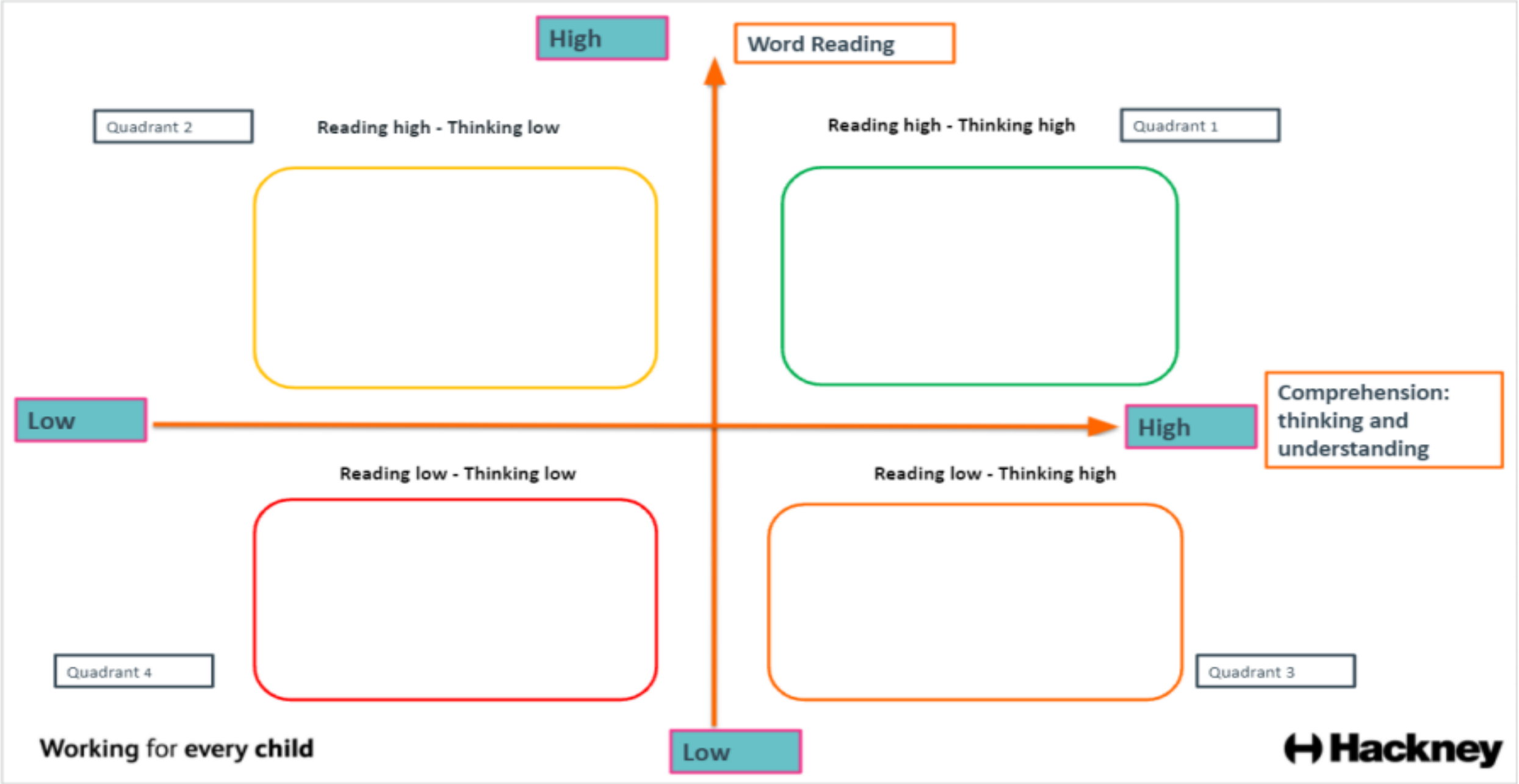
Individual tracker

Targeted interventions of slowest progressing 20%

- Assessment informs additional support that all children need
- Tracking ensures appropriate interventions are put in place and the impact of these is assessed regularly
- Interventions are intended to be included within the classroom where appropriate

What other information do we need? Specific need, EAL, new arrival, previous provision.	**Assessment** Daily / weekly / termly	**Teaching provision** How often? Mixed ability / ability only?	**Interventions** Phonics, 1 to 1/ small group etc.	**Additional resources / activities class teacher might use**

Teaching and learning is framed by the below model…



Reading Experiences

Reading across the curriculum	Reading for pleasure books that extend children's vocabulary
Storytelling (both in school and external visitors)	Whole class reading, variety of texts including fiction, non-fiction, instructional and poetry.
World Book Day	Peer reading
Author and illustrator visits	Summer reading challenge / Extreme reading
Preschool children visit for story time	Read alongside your child – reading cafés
Regular library visits	Librarians
Book fair	Reading books available at lunch time / reading club

Celebrating Reading

- Reading ambassadors
- Tokens for daily reading
- Certificates
- Extreme reading competition
- Sharing sessions / cafés

Pupil Voice…

I like DR (Destination Reader) because we get books out, it's really interesting. I like to know what's going to happen" (Year 3)

"I like finding out what happens [in a story]. I like information books because I like real stories" (Year 2)

"I like reading because it's so interesting. My favourite author is Jacqueline Wilson. I love DR because we all explore a book together" (Year 5)