



Learning Together, Success Forever

Whole School Policy for Reading

Reviewed: November 2024

Next review: July 2025

1. Our rationale for teaching Reading

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment, pupils need to orchestrate the range of strategies, depicted in the New National Curriculum, drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition. The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure.

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally. To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. It is essential that children are actively taught and supported to use phonics as the only approach to decoding. Phonic decoding skills must be practised until children become automatic and fluent reading is established.

Reading increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Furthermore, children who read widely and frequently also have more secure general knowledge.

2. Our teaching aims

Aims:

Our long-term aim is 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. By the time the children leave Manor Park, we aim for the children to have developed a lifelong love of reading and to have developed the word reading skills to be able to read a range of texts confidently and fluently.

Attitudes:

We aim to instil a lifelong love of reading in all our children. We recognise and place high importance on the value of reading as a lifelong and pleasurable skill to have.

Skills:

Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading (closely linked to the systematic teaching of phonics) and
- Comprehension (both listening and reading)

3. How reading is structured through the school

Predominantly, reading skills are taught specifically through smaller reading practice/guided reading groups, following the DFE accredited Little Wandle Phonics program using carefully matched books appropriate to a child's individual stage of phonetic development. Pupils are taught to read by decoding, developing prosody and thereby strengthening their comprehension skills.

Much of the reading Programme of Study is further taught through Literacy and guided reading lessons but it is expected that the children will read widely across the curriculum.

As a school we invest heavily in high quality texts that will be valued by children and parents alike and nurture a love of books and what lies within. These take the form of phonetically matched Little Wandle books, colour banded books closely matched to a child's phonemic development and for those children who no longer rely on phonetically decodable books and a range of beautiful, high quality texts that parents can share with their children.

Nursery/F1

The focus, particularly at the early stage (Nursery), is on developing understanding and conveying meaning of the texts they read rather than on reading words accurately. We ensure all children are exposed to a story rich environment where they become absorbed in rich story telling language and vocabulary.

Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviours through shared reading, e.g. holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print. The pupils develop curiosity and enthusiasm about print. They are able to select, read and talk about a range of fiction, poetry and non-fiction. They have many stories told and read to them and they have opportunities to retell narratives themselves.

Children have daily access to the foundations of phonics, developing phonemic awareness and oral blending to build focused listening and attention skills.

Reception/F2

By the end of the Foundation Stage, all pupils will have experienced shared, guided and independent reading.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable through pace, practice and participation by all children.

Reading practice/guided reading sessions occur 3x a week with children reading in a small group to a teacher. During these sessions, children revisit and practice the phonics closely matched to their stage of progression through the use of Little Wandle reading books.

The reading practice/guided readings sessions are planned to focus on three key reading skills:

- decoding
- prosody – reading with meaning, stress and intonation
- comprehension – understanding the text.

Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Key Stage One

At Key Stage 1 the emphasis is on developing pupils' interest and pleasure as they learn to read independently and with confidence. They focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like or dislike about them. Teachers model a range of reading strategies, including the identification of sentence structure and the function of punctuation marks, and give pupils opportunities to practise phonic skills and word recognition in context.

The reading practice/guided readings sessions are planned to focus on three key reading skills:

- decoding
- prosody – reading with meaning, stress and intonation

- comprehension – understanding the text.

Home Reading

Children self-select reading scheme books to take home from the relevant colour band closely match their phonic/reading abilities. They are encouraged to read at home at least 3 times a week. A reward system of 'reading stars' is used to encourage reading at home. This year from September, we have introduced an additional break time as an incentive if the child has read at least 3 times and got their diary signed by parent/carer.

Reading Ted

In Year 2 we have introduced reading ted where 2 children from each class get to take reading ted home in his suitcase with a chosen book from class and the child can enjoy sharing books with ted. Inside the suitcase is a journal where the children are encouraged to document their adventures with reading ted which is then shared back in class.

4. Our approach to the teaching of reading

The role of the teacher is:

- to follow the school's policy with the aim of helping pupils to become independent readers;
- to model the act of reading through shared reading and to provide focused support through guided sessions;
- to assess the pupil's progress as a reader and provide explicit guidance for their development;
- to use reading as a means of locating information that pupils need to learn;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.

In shared reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children's reading targets are taken into account and included in the planning where they are being taught. In KS1, when modelling reading, the pupils are encouraged to join in where appropriate. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

5. Differentiation/EAL/Equal opportunities

The teaching of reading is tailored to meet the needs of all learners including those with special educational needs, pupil premium children and those not reading at the expected standard. We seek to provide suitable learning opportunities for all groups of learners by matching the activity to the ability of the child.

This is achieved by differentiated work, peer collaboration, resources such as colour overlays and support of teaching staff and individual programmes tailored to children.

Teaching Assistants are used to provide support in the classroom. They may support either groups of learners or specific learners. Teaching Assistants are supported and directed by the class teacher and all receive appropriate training and direction to deliver their role as effectively as possible.

Our close adherence to the Little Wandle revised letters and sounds programme means that EAL children who start with us or join us can be given a very clear structure to support language acquirement. If they join school at any point they are individually assessed, using a Little Wandle placement assessment as part of this to provide the maximum support at what can be, a challenging time.

All children are provided with equal access to the English curriculum, regardless of gender, ethnicity or home background.

6. Interventions

Through ongoing assessments, teachers are expected to identify any children who are not working at the expected standard in reading and put in place an intervention to address any gaps in learning or misconceptions. Interventions should be used as soon as a gap is identified. The impact of an intervention should be evaluated at least every six weeks to assess impact and next steps. If an intervention is found to be not having an impact, a teacher should then try an alternative strategy.

We have skilled teachers and teaching assistants who have all completed the Little Wandle training, allowing them to identify any children who are struggling to keep up and plug the gaps by formally assessing them and individually tailoring intervention programmes.

We use Little Wandle Catch up sessions, Rapid Phonics and Rapid Reading and precision teaching as a basis for our interventions in reading.

6. Assessment and recording in reading

We use assessment to inform and develop our teaching.

Teachers use ongoing assessments during phonic sessions, reading practice/guided reading and Literacy sessions to inform their planning and judgements.

Teachers record formal assessment data for reading once each half term.

- As a school we assess for learning (AFL). Where children are involved in the process of self improvement by recognising their achievements and celebrating success.
- Learning objectives are shared with the pupils to allow the children greater ownership of their learning and encouraging high expectations.
- We mark work according to the schools marking policy.
- We have a tracking system within KS1 to follow the children's progress. This is monitored to ensure that children who are not succeeding or those who demonstrate high ability are identified and supported.
- Each half term benchmarking assessments are carried out to ensure that the book selection is correctly matched to their book band level.
- In the Foundation stage a child's progress will be recorded in their learning journeys on Tapestry.
- The subject co-ordinator carries out a reading audit once each half term to listen to children read and look at samples of work. Feedback is then shared with all members of staff.
- At the end of the year in KS1 a child's progress is reported to parents in their End of Year School Report. This comments on the child's effort and attainment which is assessed by the teacher.
- At the end of a child's Reception year a child's work in reading will contribute to their EYFS profile and Understanding of the World Early Learning Goals. This is then reported as meeting the expected

levels of development, exceeding expected levels, or not yet reaching expected levels ('emerging') in line with statutory requirements.

- The reading lead tracks the bottom 20% of readers throughout the school, monitoring impact of interventions used.
- Teachers assess and record phonic data for all children half termly. This is also tracked and reviewed by the Reading Lead.
- All interventions are planned, assessed and reviewed every 6 weeks
- Termly learning review meetings with parents are used to share and discuss individual reading progress.

7. Extra-curricular reading

World Book Day

Although we celebrate books and reading throughout the year, we always take part in the nationwide World Book Day so that children can see that they are part of a bigger picture. We love pairing up with other classes and sharing books as a school. We vary our theme year on year and always encourage the children to redeem their free book token.

Calverton Library

Links have been made with the library and the aim is across the academic year for each class in KS1 to experience going to the library. We have provided the opportunity for the children to have a library card and the children will be able to borrow a book.

Author of the Month

We have 'author of the month' where we aim to focus on a wide range of authors from diverse backgrounds to enrich the children's love of reading. A reading newsletter gets sent out to parents to inform them of the author of the month with a link to the author's books and additional information. The children are encouraged to seek out further books written by the author which are then put on our author of the month display alongside the newsletters. The reason for the author choice each month is also shared with staff to promote aspirations for the children.

Teachers also seek to take advantage of opportunities to make cross curricular links. They plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Each term, every class also pre orders books related to their topic from the library service providing a wider range of fiction and non-fiction resources for children and teachers to use alongside our own well-resourced library stock.

8. Role of the subject lead

The subject leader is responsible for improving and monitoring the standards of teaching and learning of reading through:

- Monitoring and evaluating Reading
- Pupil progress
- Observations and feedback
- Auditing provision
- Purchasing and organising resources
- Keeping up to date with English developments
- Moderation of children's work
- Monitoring of interventions