



## Reading Policy

### **Intent and Rationale**

We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read.

### **Role of the subject leader**

The monitoring of the standards of children's work and of the quality of reading is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Reading, being informed about current developments in the subject and providing a strategic lead and direction for the subject in school. The subject lead will perform Reading book looks and undertake lesson observations to review the evidence of the children's work and teaching across the school.

### **Implementation**

We have a systematic approach to reading, which endeavours to ensure that all children make sufficient, or above, progress across their primary education. We follow the National Curriculum programme of study, to ensure that the children are achieving attainment relevant to their appropriate age, but we do not believe in putting a ceiling on a child's ability and therefore always strive to challenge children to achieve the best that they possibly can.

#### **Phonics: Early Years and Key Stage 1**

In Early Years and Key Stage 1, the development of reading begins with the systematic and rigorous teaching of daily phonics, using 'Little Wandle'. These daily 30 minute sessions are planned and resourced using the Little Wandle approach to ensure that teaching is consistent in parallel classes and that all children receive the same high quality, systematic approach to phonics. In these lessons, children quickly build a knowledge of phonemes and graphemes, as well as an increasing recognition of sight words. Summative assessments are built in at key points, but formative assessment is applied daily by the phonics teachers and adjustments are made accordingly. Reading books at this stage are consistent with their assessed phonic stage and allow children to apply their phonic knowledge in school and at home. Children are also encouraged to take home a 'reading for pleasure' book. This book allows other reading strategies to be employed and children are exposed to a greater range of vocabulary and genres. It also serves to meet their interests and preferences. See the Early Reading Policy for further information.

#### **Reading in Key Stage 2**

Reading from Year 2 onwards is supported using Accelerated Reader (AR). Children are assessed on this programme once they have completed our chosen SSP programme. AR assesses children on their comprehension skills on a regular basis through a 'star test, which then gives the individual a targeted 'reading range'. This range gives children the opportunity to choose a book that interests them and that will also continue to support them in their reading progress. Pupils take reading books home from the classroom and library to practise the skills they are learning in school. These books are banded according to language and comprehension level and when children are confident with their knowledge of the book they

take a 'reading quiz' online, which gives them instant feedback on their success. If children are consistently succeeding in these quizzes, then after three passes (80% or more) the children move up to the next decimal level.

### **Reading for Pleasure**

We aim to inspire all children to read for pleasure and develop a love of reading. Pupils are read to regularly and teachers model their enthusiasm for books and reading to inspire them to become life time readers. Regular reviews of the books in the library and class reading corners, ensure children are offered motivating and engaging books, covering a range of authors and genres. Children make links between their rights and the importance of reading wherever appropriate (UNCRC Articles 17 & 28).

Parents are also encouraged to not only listen to their child, but read to them on a regular basis to promote a love of reading. Our 'Reading Raffle' awards are also used to encourage regular reading at home.

### **Assessment and Recording**

#### **EYFS**

- All evidence from phonics sessions are recorded in the children's phonics books (Reception)
- Evidence of reading across the curriculum is documented in floor books.
- Children's reading progress is continually monitored and assessed by their class teacher half termly through Little Wandle assessments (Reception)

#### **KS1**

- Children in year 1 (and Y2 where applicable) are monitored through the Little Wandle assessments and grouped accordingly.
- Books are closely matched to their phonics ability
- Whole class reading session in Y2 for children not on the Little Wandle program. This is recorded on a whole class assessment grid

#### **KS2**

- Children's reading is assessed through Accelerated reader half termly by the 'Star Reading' test and book levels adjusted accordingly.
- A 30 minutes whole class reading session is delivered daily. Learning is recorded in books and follows the planning sequence.

### **Resources**

Our school has a range of resources to support the teaching of reading across the school, including carefully chosen texts for reading and writing sessions and books for reading for pleasure. Books are also used as rewards for prizes in school and are updated regularly.

The subject lead is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the budget.

### **Display**

Working walls are visible in all classrooms from Year 1 to Year 6 and must include:

- Learning prompts, books, vocabulary etc to support the current English unit.

- An accelerated Reader Tree (Y2-6)
- Phonics chart (Rec-Y2)

### **Promoting SMSC**

The teaching of reading offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and gives them the chance to discuss their ideas and feelings about a range of texts. They develop their cultural awareness and understanding through carefully chosen texts, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups. Our 'No outsiders' texts promote each of the protected characteristics and shared as a part of writing units and class reads.

### **Impact**

The impact of Reading success in our school is measured through the following:

- reading fluency
- comprehension of what they read
- lifelong habits of reading widely and often, for pleasure and information
- a wide vocabulary
- an appreciation of our rich and varied literacy heritage
- the use of discussion to learn, elaborate and clearly explain their understanding and ideas
- speaking and listening skills
- an understanding of the benefits of reading
- the experience of a wide range of quality texts across a variety of genres.