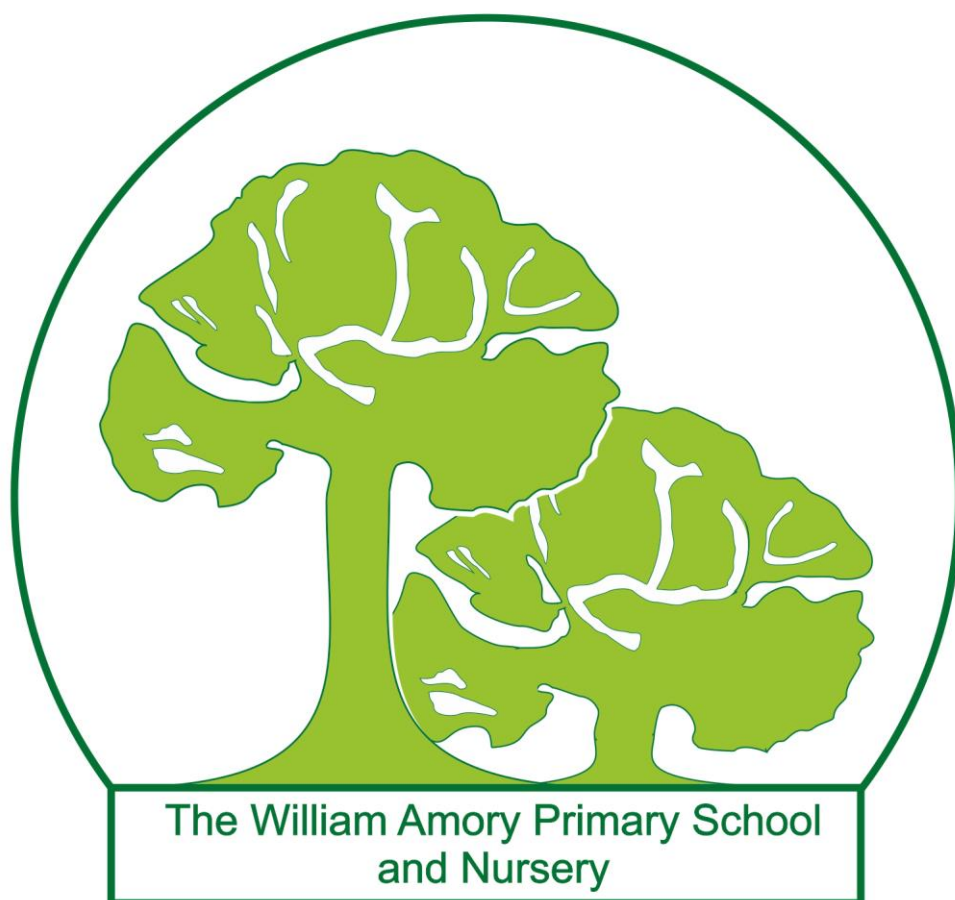


# **The William Amory Primary School Reading Policy Statement 2022**



# Reading Policy Statement 2022

## Vision

The National Curriculum believes that reading widely across both fiction and non-fiction will help to develop a child's knowledge of themselves and the world in which they live; increase their vocabulary and gain knowledge across the curriculum. Our vision is to achieve this by encouraging an enthusiasm for, and love of reading from the beginning. We endeavour to promote reading as something children *want* to do – a pleasure to share with family and friends - rather than 'a *have to*' chore. We know that reading can feed a child's imagination and open up a treasure house of wonder and joy for curious young minds. To quote Roald Dahl, "If you are going to get anywhere in life, you have to read a lot of books."

## Introduction

The importance of reading to the curriculum

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 (2014), 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 is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential, 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.

Reading development is closely related to that of writing, as it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

## Aims and Objectives

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers' understanding of the curriculum

## Strategy for implementation

### Entitlement and curriculum provision

The National Curriculum (2014) provides a detailed basis for implementing the statutory requirements for reading. Much of the Programme of Study needs to be taught through Literacy and guided reading, but it is expected that the children will read widely across the curriculum.

### Literacy Lessons

Literacy lessons provide the structure which enables reading to be taught.

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 a 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. In KS2, children have access to the text either individually or with a partner. They are expected to follow the text as the teacher reads and occasionally read out loud.

During the independent part of the Literacy lesson, pupils take on the responsibility of developing their reading ability. In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all groups of learners by matching the activity to the ability of the child. During some lessons this is achieved by differentiated work while in others, children are given the opportunity to talk and collaborate with their peers, thus embedding and enhancing their learning.

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

### Guided Reading

In guided reading, the responsibility for reading shifts to the learner. The majority of the pupils should be reading the same text with differentiation of text type only being used where necessary. This mirrors the expectation of the end of key stage tests where all children are expected to read the same text. It is important however, to support children who are not working at the expected standard and who will therefore need a less challenging text type. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading. The focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in literacy lessons.

# Continuity and Progression

## Reception

Reading is promoted through a variety of methods. Props from familiar stories in role play areas; magazines and instructions books in the home corner e.g cookery. Meaningful labels, with words and pictures are displayed in the classroom and stories are shared in large and small groups, where children are encouraged to act out familiar stories e.g traditional tales. In addition, staff listen to children reading books on a 1:1 basis.

Attainment in reading and phonics is assessed on entry to EYFS using the NFER Baseline. Staff also take the time to carry out an additional phonics assessment within 4 weeks of starting school to gain a clearer picture of each child.

## Little Wandle

Little Wandle, a Letters and Sounds revised Phonics/Reading Scheme, has been introduced into Reception and Year 1. (Reception started using it fully in March 2022; Year 1 are to follow on soon).

Little Wandle is a systematic, synthetic approach to Phonics learning, and provides direct teaching in frequent, short bursts ensuring

- consistency of approach
- secure, systematic progression in phonics learning
- maintaining pace of learning
- providing repeated practice
- application of phonics using matched decodable books

The programme provides a full progression through all commonly occurring GPCs, working from simple to more complex, and taking into account the frequency of their occurrence in the most commonly encountered words. We find that the scheme supports the learning of GPCs, the formation of graphemes, blending for reading, segmenting for writing and reading - and writing simple sentences. The content in each session supports practice and application of each GPC, alongside the controlled learning of tricky words.

The ultimate goal of teaching phonics is that children read fluently, recognising most words instantly and using phonics to decode any unknown words. This means that phonics knowledge needs to be embedded in long-term memory so that its application becomes automatic. Repeated, spaced practice is an effective way of transferring knowledge from short- to long-term memory. Effective phonics teaching offers repeated practice at the point of learning and returns to practise the same elements again at intervals over an extended period.

Little Wandle builds repeated practice into all lessons; the lessons then return several times to further practise and consolidate learning.

Little Wandle uses fully decodable books that are matched to the children's secure phonic knowledge. This helps enable them to use the GPCs they know to decode the words, and with practise, develop fluency when reading. We have invested this year in Collins Big Cat books for Little Wandle Letters and Sounds Revised. These are fully decodable books which match the phonics programme progression.

Reading practise is delivered 3 times a week to each reading group. The phonic progression of the decodable books must match the phonics progression of Little Wandle Letters and Sounds Revised. The decodable books introduce new GPCs in the same order as the teaching in Little Wandle. The progression in the books must be cumulative, so children can practise the GPCs they have already learned in the programme. The tricky words must follow the progression for Little Wandle Letters and Sounds Revised, with each tricky word being taught before the children read a book containing it.

Stories selected for daily reading, normally use repeated refrains e.g the Gingerbread Man, The Three Pigs, We're Going on a Bear Hunt, The Very Hungry Caterpillar. Other books are chosen that relate to class topics each half term. e.g I'm a T-Rex and other dinosaur poems. Nursery rhymes are also enjoyed on a regular basis.

Good reading habits are encouraged at school and home. During the school day, there are regular shared and quiet reading times, as well as individual and guided reading sessions throughout the week. Adults in the classroom read in front of the children to encourage good reading habits. Sometimes, favourite books are re-read. Children and parents are encouraged to read at home by engaging in activities that require reading and sharing. Such practices are promoted on Class Dojo for parents and carers to access easily.

Books are part of everyday life and children are encouraged to discuss their favourite books and characters. Big books are used to draw attention to print, illustrations, characters, events and settings. Shared and guided reading sessions are used to help children understand the relationship between spoken and written language as well as about the way books are organised. Children are encouraged to play with print e.g write a list, make a card etc.

The transition from EYFS to Year 1 is managed by sharing stories about 'change' and mirroring Reception's summer term planning in the autumn term of Year 1 to revisit and consolidate skills. Visits from Reception to Year 1, to meet staff and familiarise themselves with their new room (where a more formal learning experience will take place) is introduced in the summer term of Reception. Finally, the transition from Reception to Year 1 is eased by continuing with routines such as: timetabling, circle time, break and assembly times.

## **Reading in KS1 is as follows:**

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. Enlarged texts, selected from the appropriate range of texts – fiction and non-fiction - are used for shared reading. Teachers model a range of reading strategies, including the identification of sentences and the function of punctuation marks and give pupils opportunities to practise phonic skills and word recognition in context. Phonics is taught every day for 15-20 minutes to differentiated groups, using Letters and Sounds with strategies from RWI. Children maintain a positive attitude to reading through 1:1 reading with the teacher, quiet reading during ERIC (Everyone Reading In Class) and feeling motivated and challenged by the banded books. More specifically, reading is as follows:

### **Y1**

There are many opportunities to read in Year 1. For example, teacher reading/modelling to the class, 1:1 with an adult, paired, group and whole class reading in all aspects of the curriculum. Understanding is assessed through listening and questioning. Children are encouraged to bring in, and share their own books. A variety of poetry and texts are read throughout the year including: Dogger, Handa's Surprise, Cinderella, Red Riding Hood and by authors such as Shirley Hughes, Julia Donaldson and Tom Fletcher.

### **Y2**

Guided reading is delivered once a week with links to key objectives for the session. Other opportunities for reading are through other areas in the curriculum and take the form of reading comprehension; research and dictionary skills. As in Year 1, children are encouraged to read independently during ERIC; 1:1 with an adult; paired, group and whole class reading. Again, teacher reading/modelling to the class is continued. Reading is further valued by children through individual recommendations and written reviews. Children enjoy books by Jill Murphy, Mari Hedderick and David and Ronda Armitage as well as traditional stories poetry.

## Home Readers - Key Stage 1

As such a high importance is placed on reading in the National Curriculum (2014) and in particular fostering a love of reading, children read books for their home reader, which allows them to read a rich and varied selection of texts. The children are given a reading range that they can read between allowing them to select books for pleasure and also books for challenge. Parents and carers are encouraged to read regularly to, and with their children and feedback in the reading logs. This way, a meaningful reading dialogue is fostered between child, parent/carer and teacher. The children take a Head Start reading test on a termly basis which assesses the pupils' progress and determines a new reading range for them so the variety of books available to them is continually changing.

Where children are not ready to access the Accelerated Reading programme, the children are given a phonics matched scheme book to develop their phonological awareness and word reading skills. These books are matched to the phonic sounds the children have been working on during their phonics sessions. In addition to a phonics matched home reader the children have the opportunity to choose a book from their class library.

## Reading in KS2 is as follows:

At Key Stage two, pupils meet a wider range of texts in fiction, poetry and non-fiction. Teaching focuses on developing pupils' reading skills, e.g. generalising and making inferences by drawing on evidence from the text. There continues to be a high level of interaction between teacher and pupils with teachers inviting pupils' individual responses and interpretations rather than narrowly focused comprehension.

The texts chosen offer challenge to all pupils in the class. The books are of a high quality and children can follow as the text is read to them through having a book individually or with a partner. Throughout the reading part of the literacy journey, the children undertake tasks to deepen their understanding of the text. Tasks are not always recorded in their books. Sometimes, these work best before the reading of the text (e.g. raising prior knowledge, making predictions on the basis of title and illustration, whetting the reader's appetite), sometimes during (e.g. giving advice to a character at a point of crisis or decision, noting personal response in their guided reading book), sometimes after (providing opportunities for reflection on the whole text, mapping a character's literal or emotional journey). The intention is to illuminate text and keep the pupils focused on their personal response and critical interpretation. Children continue to maintain a positive attitude to reading in KS2 through 1:1 reading with the teacher, paired, group and independent quiet reading during ERIC (Everyone Reading In Class). Children are encouraged to promote particular books to their peers by writing book reviews, contributing to class reading displays such as World Book Day in Year 3; 'BookFlix' in Year 4; reading skills outside the Year 5 classroom and reading focus displays from class readers in Year 6. More specifically, reading is as follows:

### Y3

Year 3 have access to a wider range of genres both inside and outside the classroom. Reading continues to be promoted throughout the curriculum and some guided reading texts are linked to topic – e.g. Phyllis and the Fossil and Survival in Ancient Egypt. Specific guided reading sessions happen weekly (1 hour) where children are supported and assessed by either teacher or TA. In these sessions, children enjoy poems by Pie Corbett, Enid Blyton, William Blake, David Windle and authors such as Dick King Smith, Ruth Symes, Sheryl Webster and Claire Llewellyn

### Y4

Year 4 continue to have access to a wide range of genres both inside and outside the classroom. Reading continues to be promoted throughout the curriculum. Specific guided reading sessions happen weekly (one hour) where children are supported and assessed by either teacher or TA. In these sessions, children enjoy books such as 'Charlie and the Chocolate Factory', 'George's Marvellous Medicine' and 'Iliona – a diary of a young slave'. In addition, children read and respond to poems such as 'In Flanders Fields' by John McCrae and 'The British' by Benjamin Zephaniah.

## **Y5**

Year 5 also have access to a wide range of genres both inside and outside the classroom. Reading continues to be promoted throughout the curriculum, where children use text books from the 'Discover and Learn' series for geography, Anglo Saxons and Vikings. Specific guided reading sessions happen weekly (one hour) where children are supported and assessed by either teacher or TA. In these sessions, children enjoy books such as 'The Lion, the Witch and the Wardrobe', 'The Firework-Maker's Daughter' and 'Street Child'. Furthermore, children are given the opportunity to enjoy and respond to poetry by Walter de la Mare, Lewis Carroll, Oscar Wilde and Debjani Chatterjee.

Books from the Wolf Hill reading scheme are made available in the autumn term, to those groups of children who need a more directed approach to reading comprehension. These sessions are directed by the TA.

## **Y6**

Year 6 continue to have access to a wide range of genres both inside and outside the classroom. Reading continues to be promoted throughout the curriculum, where children are encouraged to carry out independent research for topic-based tasks by using reference books or internet research. Specific guided reading sessions happen weekly (one hour) where children are supported and assessed by either teacher or TA. In these sessions, children enjoy books such as 'Friend or Foe' and 'Kensuke's Kingdom' as well as shorter texts such as The Evacuees, Under The Bomber's Moon, The Blitz and Cal's Log. Poetry by Kit Wright, Shel Silverstein, Robert Southey, W H Auden and Robert Louis Stevenson is also shared and enjoyed as part of topic lessons or as stand-alone pieces. As in Year 5, the Wolf Hill reading scheme is made available to those children who need to revisit and consolidate key skills.

## **Home Readers - Key Stage 2**

As in Key Stage 1, reading for pleasure is further encouraged. Children read a rich and varied selection of texts and select books on this basis. Children are also encouraged to be curious and select texts that challenge them. Parents and carers are encouraged to read regularly to, and with their children and feedback in the reading logs, thus developing the meaningful reading dialogue fostered lower down in the school. The children take a Head Start reading test on a termly basis which assesses their progress and helps the teacher and TA to direct them to suitable books. Reading incentives may be given out by individual teachers to encourage more reluctant readers, or to reward those children who read regularly. By UK2, it is hoped that the incentive for reading is reading itself!

## **Inclusion**

The National Curriculum (2014) is for all pupils and the expectation is that the principles of inclusion pertain. Where necessary, the teacher will support children with SEN through differentiated activities and adult support from either the class teacher or TA.

Individual programmes for teaching and support are drawn up as appropriate by teachers in conjunction with the SEN co-ordinator. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

## **The learning environment**

All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre. The aim is to provide texts that are accessible and challenging. A further aim is to include texts which show cultural diversity and avoid stereotyping of race, gender and class. The learning environment also promotes reading in an engaging way. There is an abundance of vocabulary for the children to access. In Foundation stage and Key Stage 1, the classrooms have displays with graphemes to support the teaching of phonics. In addition, pupils are made aware of the importance of print both inside and outside the classroom through the use of inter-active displays, notices, charts, posters, advertisements, signs, etc.

## **Reading at home**

We encourage regular reading at home. Parents and pupils are asked to respond to books being read by using the home/school reading diaries. There are also times when reading-related activities are used for homework. Children are encouraged to change their books whenever they finish reading the book. This means children can change their book on a regular basis.

## **The role of parents and carers**

The school informs parents and carers about the school's approach to reading through the familiarisation programme for pupils starting school, the school reading booklets and year group introduction sessions. Reading diaries provide a means of communication between home and school. Pupils undertake a variety of daily reading activities supported by reading undertaken at home with a parent or carer.

## **The contribution of reading to other aspects of the curriculum**

Reading is not restricted to the Literacy lessons. Many opportunities are provided for pupils to practise and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority. Monitoring ensures that there is sufficient breadth and challenge in the range of reading that pupils undertake. Other areas of the curriculum offer many opportunities for pupils to apply their reading skills, particularly reading for information.

## **Assessment and recording**

Assessment is used to inform the planning and the teaching of reading. This takes various forms:

Key learning objectives for reading are identified from the National Curriculum (2014) and are translated into learning outcomes. Pupils' progress is assessed during guided reading, supplemented by observations in shared reading and through individual assessments.

Phonic assessments are carried out based on the developmental Letters and Sounds programme. Each child has a phonics tracking booklet which follows the Letters and Sounds progression and the booklet stays with the pupil throughout their school journey. Teachers assess the phonic development of the pupils on a termly basis to clearly see where the learning has been achieved and where the gaps in learning are. In the summer term of Year 1, the pupils undertake a phonic screening test. This is a short test to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The aim of the test is to identify children who need extra support to improve reading skills.

Smaller steps for progress in reading are identified through reference to National Curriculum Assessment of Reading Criteria and the annual QCA analysis of SATs performance. These are used to assist the teacher in determining individual targets for reading improvement. Children with SEN may use PIVATS to assess the smaller steps in learning.

Teachers are responsible for assessing the progress of all pupils in their class. When the pupils have achieved a level of fluency and independence, it is the teachers' task to ensure that a range of reading is then tackled, including texts which provide challenge and extend pupils' reading.

SATS (Standard Assessment Tests) are given at the end of Year 2 and 6. They are used to show children's progress in reading. In KS1 the tests are more informal and the results are used to back up teacher assessment, while in KS2 the tests are more formal and papers are sent away for external marking.



# Leadership and Management

## Monitoring and evaluation

The staff and governing body hold this policy in review. The head teacher reports to the governing body on its implementation and impact on standards and quality across the school as part of the regular monitoring programme of the school.

The purpose of the review is to enable staff to evaluate:

- the policy's value in supporting and challenging the staff, subject advisors, head teacher and the governing body;
- the impact of the policy on raising standards