

Woodthorne Primary School

Reading Policy 2021-2022

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Rationale

Our intent is that every pupil at Woodthorne will develop a real passion and love of reading. We recognise that reading is essential to attainment and success across all subjects. At Woodthorne Primary School, we believe that all children are born readers, and that is it our job to find the inner reader in every child, regardless of their ability, background and opportunities outside of school. The aim of our school is to teach every pupil to read fluently, for meaning and for pleasure.

We know that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. We understand that reading successfully and with enjoyment is critical to children's long term life chances. It is central to our ability to understand, interpret and communicate with each other and the world around us. Therefore, reading is given high priority at our school, enabling children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, leaflets, comics and newspapers.

Values

Our core values are **Courage**, **Ambition**, **Respect** and **Excellence**.



Our **ambitious** English curriculum is designed so that children will gain the skills they need to become fluent readers, enabling them to be both **ambitious** and **courageous** in their text choices and sharing of personal viewpoints/ opinions. Our children will learn to listen to one another **respectfully** when sharing thoughts and opinions on books they've read and take care of our library, books, reading records and any other equipment by treating them with **respect**.

All children will be provided with a wide and varied selection of high-quality texts so that they **excellence**. We aim to provide an environment for language development and written work, which is stimulating and is characterised by high expectations of success so that the fullest potential of each individual child may be realised. As competent, confident writers, Woodthorne pupils will have the power to make their own voices heard, to influence others and to influence the lifelong love of learning in others.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2014) (Updated June 2020).

Early Reading

Our EYFS curriculum has been formulated using the statutory framework for the early years foundation stage (effective September 2021), the non-statutory guidance set out in Development Matters (July 2021) and Birth to 5 Matters by Early Education (2021). In the EYFS at Woodthorne, our intent is to create a balance between adult initiated learning and following our children's interests. We endeavour to make learning active, hands on and- most importantly- exciting by following each class' area of curiosity.

Children begin their journey from non-readers to readers at the start of Nursery. In both Nursery and Reception, children are read to on a daily basis during teacher time and child initiated time. Books are available in all areas of learning to encourage children to choose and read freely. Children are continually learning new vocabulary through the use of PILS, 'words of the week', and schemes such as Talk For Writing, Talking Circles and NELI. All children visit the school library on a regular basis and Reception children visit the local library. Children choose a picture book to take home each week.

Throughout Nursery, children play listening games to help them hear sounds in words so they can start to orally blend. In the summer term of Nursery, children start the RWI phonics programme, learning new sounds each week and what they look like. Once children can orally blend simple words and know single letter sounds they are given RWI books appropriate to their level.

Reception children are assessed each half term by the RWI lead to ensure they are placed in the correct phonics group. For children not reading at their related age, extra interventions are given and meeting with parents are held so ensure they 'keep up and not catch up'.

Organisation and Planning

Reading, at Woodthorne, takes place throughout the curriculum where children are encouraged to apply the skills they have been taught in focused reading lessons, such as Guided Reading. Guided Reading lessons are taught for one hour per day, 4 days per week.

KSI

Children in KSI following the RWI programme until it is complete (our target is for all children to complete the RWI programme by the end of Autumn term in Year 2).

In Year 2, children begin to be taught reading skills through whole class Guided Reading. All children are presented with the same text. Texts chosen during the Guided Reading cycle relate to topics that the children are currently or have previously studied across the curriculum.

KSI Guided Reading cycle 1 week x Fiction; 1 week x Non-fiction/Poetry				
Monday	Tuesday	Wednesday	Thursday	Friday
Reading fluency/text talk – children to gain an understanding of the context and meaning behind the text	Meaning seeking strategies/vocabulary discussion Teaching skill through teacher modelling	Paired work – completing activities centred around specific skill/domain	Teacher models how to answer a couple of questions → Independently answering specific questions relating to taught skill/creating own questions	Independent answering of questions

KS2

KS2 Guided Reading follows a three-week cycle. Texts chosen during the first two weeks of the Guided Reading cycle relate to topics that the children are currently or have previously studied across the curriculum. One of these weeks will be dedicated to fiction and the other to non-fiction or poetry. The third week of the cycle is taught through Cracking Comprehension, an opportunity for children to apply a range of reading skills.

KS2 Guided Reading cycle 1 week x Fiction; 1 week x Non-fiction/Poetry			
Monday	Tuesday	Wednesday	Thursday
Reading fluency/text talk – children to gain an understanding of the context and meaning behind the text	Meaning seeking strategies/vocabulary discussion Teaching skill through teacher modelling	Paired work – completing activities centred around specific skill/domain	Teacher models how to answer a couple of questions → Independently answering specific questions relating to taught skill/creating own questions

Cracking Comprehension 1 week			
Monday	Tuesday	Wednesday	Thursday
Reading fluency/text talk Meaning seeking strategies/vocabulary	Modelled teaching of teaching text	Paired work – completing answers on taught text	Timed independent comprehension

Following week three of the cycle, teachers should identify gaps from the timed independent comprehension lessons; these gaps will inform planning for the next reading cycle. Children who are working significantly below ARE receive small group interventions, targeting phonics or reading fluency in order to prepare them to return to whole class Guided Reading.

Assessment

A constant cycle of assessing, monitoring, target setting and pupil feedback are instrumental in supporting children's development in reading. Some of the ways in which staff assess children's understanding in reading is as follows:

- Staff will keep a record of individual reading targets in a Reading folder. This will be dated when achieved during their at least once per week 1:1 reading session with their class teacher or teaching assistant.
- In Guided reading, the WALT will be highlighted green, orange or pink to indicate level of understanding. For pink or orange WALT's, targeted same/next day intervention will take place to address gap in knowledge.
- On one class-set of reading targets, staff will annotate where children have been absent or not met the expected standard within a Guided reading lesson. If needed, targeted same/next day intervention can take place following that. Any names not annotated on these targets are children who have met or exceeded the expected standard.
- Formative assessment is ongoing in every lesson to check for understanding.
- Reading records are used in KS1 to assess engagement with reading at home.
- 'Padlet' is used in KS2 to assess engagement in, and understanding of, reading they are doing at home.
- Reading fluency assessments are carried out half termly to track the speed at which children can read.

Our Approach to Reading

We strongly believe that reading is one of the most important skills that children can master at primary school. We want our children to read early, and with fluency, so that they can not only enjoy reading but use reading to learn. We enable children to become skilled readers through our structured phonics programme, teaching of Guided Reading and modelling of Reading for Pleasure.

Reading for Pleasure

"Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it's that simple."

Bali Rai

We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment because we know that extensive reading and exposure to a wide range of quality texts make a huge contribution to our pupils' educational achievement.

Each day, classes have timetabled 'class text' reading. Children vote on a book that they would like to read as a class, enabling the children to make choices about their reading. Class text time is a chance to read an engaging, exciting text and discuss character and events, making links to previous texts they have read and predictions about what could happen next.

Each class has a timetabled visit during the school day to our school library, where they get the opportunity to enjoy books by themselves or share books with classmates. Children also have the chance to visit the library at lunchtime where the library is run by trained Year 5 and 6 librarians who are there to offer recommendations and engage in reading with different classes.

From Y1-6, classes have their own 'Guide to Reading' box. These go home weekly to a child in the class to be returned on the following Thursday. The box has all the equipment that the child will need to create a fantastic record of a book that they have recently read or are currently reading that they would recommend to another child in their class. The inside cover of the book also has an example of what their double page might look like. Our aim is that the book will become a collection of all of the reading that the children are doing and will inspire children to consider new authors, genres or text types.



The Reading Environment

Classrooms and all school areas should provide a text rich environment to promote the importance of reading. Reading displays should form a part of that environment. Examples of such displays may include – book corners, collections of favourite books attractively displayed, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm and foster a love of reading. All children have a copy of the 'Top 100 Recommended Reads' for their year group and a wide selection of these texts in their classroom libraries.

Reading at Home

In EYFS, children take home a picture book each week. Parents are encouraged to read this book to their child, talking about the pictures, characters, setting and what is happening.

Once children are reading simple 1 syllable words, children take home a blending book. In line with the RWI programme, children take home a book they have read in their phonics group at least 3 times and a 'book bag book' they have read with their teacher. Both books match their reading level.

Once children have completed the RWI programme, children will take home a book from the Oxford Reading Tree Treetops scheme which exposes them to a range of fiction and non-fiction. These books will be changed as and when they've finished them and demonstrated secure comprehension of the text. Alongside these texts, children can take a book of their choosing from the school library.

Once children have read to stage 13, they become free readers and are able to select their own reading book. Books will be changed when the child has finished reading their book. Reading choices will be monitored by staff and children will be guided to choose an appropriate text for their ability. Our aim is to hear every child read at least once a week, and where possible, our lowest 20% of attainers will be heard daily.

Reading records are provided to all children in Reception, Year 1 and Year 2, where the expectation is that parents listen to their child read for 5-10 minutes every day and record this in the reading records. These are used in the same way by staff to communicate when children have been heard read. Where reading at home is not taking place, staff will encourage this and communicate with parents about the importance of reading at home.

In KS2, instead of a handwritten reading record, children will record their reading at home in the form of a 'Padlet'. On here, teachers will track what children are reading and how regularly they are reading at home. Teachers assess their understanding of comprehension by using their answers to set questions based on the reading targets which can then be used as additional formative assessment.

Review

This English policy will be reviewed by the English Lead and the Senior Leadership Team in Sept 2022.