



Reading Policy



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Information Page

These documents are referred to or link to this policy

Marking and Feedback Policy

SEND Policy

Curriculum Maps

Social, Moral, Spiritual and Cultural document

William Reynolds Reading Assessment

Equal Opportunities policy

Teaching, Learning and Assessment Policy

Reading Spine

Progression of Reading

Rationale and Intent

At William Reynolds Primary school, we aim to instill a love of reading in all our pupils. Our curriculum is designed to ensure that pupils not only read for pleasure but use books to research and gather new knowledge to extend their understanding.

Our principle aims - from the National Curriculum in England - for Reading are to:

- put reading at the heart of the curriculum.
- inspire pupils to develop a 'lifelong love of reading'
- ensure that pupils develop fluency to confidently read at speed (90 words per minute).
- provide pupils with the ability to understand what they have read and use that information for a given purpose.

We know that reading is the passport to the world and ability to communicate effectively. Reading enables children to acquire a richer vocabulary and develop an understanding of their world.

The core of our reading curriculum is the National Curriculum for England which is supported by Read, Write Inc, Rapid Readers and Reading Gems. A variety of approaches to support delivery of the reading curriculum across the school were researched by our subject leader. Read, Write Inc is a systematic, synthetic phonics scheme that is validated by the Department For Education to ensure that children are able to learn the phonics code required for them to become fluent, confident readers. The curriculum has been specifically sequenced in a logical progression (supported by Reading Gems) to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points and target points within objectives are identified for each year group through a whole school reading progression plan.

Early Years and Year 1

At all stages, reading attainment is assessed to ensure that gaps are addressed quickly and effectively so that pupils' progress is accelerated. Early readers are taught by skilled teaching staff through the Read, Write Inc programme, ensuring that their reading books match their current phonetic understanding. Continuous assessment takes place to ensure that pupils have embedded new knowledge and understanding to inform the teaching sequence and groupings or the need for tutoring. There is a sharp focus on ensuring pupils gain fluency and phonic knowledge alongside language comprehension as modelled by the Scarborough Reading Rope (2001).

Key Stage 1 and 2.

Daily Guided Reading takes place, to ensure that pupils can become fluent, confident readers and are questioned about their understanding of the texts within group discussions. In Year Two and Three, there is a small group teacher focus daily, which develops understanding of vocabulary and comprehension. Other activities include reading for pleasure through a choice of topic books (to encourage cross curricular reading) or access to Bug Club. In Years 4, 5 and 6, specific

comprehension skills are taught through a whole class guided read with domain questions supported by Reading Gems within a whole school progression model. Formative assessment takes place daily, while termly summative assessment takes place in the form of NFER testing which allows analysis of gaps in learning to be quickly addressed.

Planning

Long term planning for Read Write inc, is followed for the Early Years and Year 1. From Year 2 Guided Reading is planned using the Reading Progression document, and supported by questioning from Reading Gems to ensure that the National Curriculum objectives are covered progressively in more depth. Our school Reading Spine details the books which children will get to know well over each half term in each year; Guided Reading is often based on this text and often feeds into writing lessons.

Role of the Subject Leader:

The role of the subject leader is to;

- Advise and support staff in planning, teaching and learning of Reading
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- Use feedback from monitoring to develop an action plan for Reading with realistic and developmental targets
- Audit, identify, purchase and organise all Reading resources, ensuring they are readily available and well maintained
- Document and review the agreed ways of working through a written policy document
- Keep up to date on the use of Phonics and Reading in the curriculum
- Promote a love of reading throughout the school

Spiritual, Moral, Social and Cultural Development

We believe that pupils' wellbeing is at the centre of our life in school and the key to raising academic success. This is supported by high expectations for all pupils and every pupil and by developing personal awareness, creativity and social understanding.

As part of our commitment to providing every pupil in school with a quality, enjoyable, enriched learning experience, we recognise that literacy is a fundamental skill that needs to be nurtured, encouraged and celebrated at every stage of development. We recognise that the skills of reading impact across the whole curriculum, being able to critically evaluate texts forms part of the fundamental basis of life-long learning.

We are committed to raising pupils' aspirations and to widen their horizons through a context rich curriculum that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the global community. Wherever appropriate it is linked to other areas of the curriculum and gives pupils the opportunities to develop specific art skills and reinforces skills already established as well as providing opportunities to promote pupils' spiritual, moral, social and cultural development in art.

Reading and writing enables pupils to expand their experiences and opens doors to other worlds.

Use of ICT

Information Communication Technology helps develop historical skills and understanding and is used in the teaching of reading wherever possible. Children are encouraged to use ICT when researching topics and, where appropriate, when presenting their work. ICT is used to help with historical enquiry, through the use of databases and research on the internet and interactive whiteboards. Children also access Bug Club and books online which supports a home-school connection and encourages comprehension practice.

Online Safety

To support children's learning in Reading, pupils may use specific online content such as maps, videos and images on the computer for research. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Pupils are also encouraged to use safe search engines, such as KidRex, to ensure research is filtered safely e.g. KS1 or KS2.

As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

Resources

As a school, we invest heavily in the resources required for Read, Write Inc, in order to ensure that children are able to follow the phonics scheme with fidelity and are reading books at home that match the sounds that they have been taught previously.

Once children are fluent readers, they are able to select banded books from the class library where a age appropriate select of books is regularly rotated. Also we subscribe to the Shropshire Library Service which provides us with a range of quality texts linked to History, Geography, Science and other cross curricular areas as well as providing additional books for the half termly author focus. Pupils read for meaning throughout lessons when carrying out research to retrieve information for a variety of subjects including the humanities and science.

Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extracurricular activities, all areas of the school grounds, equipment and resources.

Inclusion

All pupils receive quality first reading teaching on a daily basis and activities are differentiated accordingly although all children are accessing the National Curriculum for their year group. In

addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programs (such as Read, Write inc or Rapid Readers) will be implemented. In order to show the progress of pupils with SEND or EHCP Individual Provision Maps have specific targets to enable them to show how they are progressing. [For further information about how our pupils with SEND are supported within literacy see the SEND Policy.](#)

Pupils that are more able are planned for considering Mastery elements of the [reading and writing assessment document.](#)

The needs of pupils with English as an Additional Language will be met through planning with support from the Multicultural Support Agency where appropriate. This is supported by our [Equal Opportunities Policy.](#)

Impact

The impact of our curriculum is that:

- Pupils of all abilities succeed in all reading lessons because they read widely and often.
- Pupils use phonetic code to decode and blend words.
- Fluent readers can then access all curriculum areas.
- Pupils have developed a personal awareness, preferences and opinions on a range of authors, genres & texts.
- Pupils are prepared to read in any subject in their next stage of education.
- Parents and carers have a good understanding of how they can support reading at home and contribute regularly to home-school records.

We firmly believe that reading is the key to all learning, and so the impact of our reading curriculum goes beyond the results of the statutory assessments. It influences not only reading skills, but also the wider curriculum and the understanding of our world. Our pupils know more; they remember more therefore they can do more!