

# Elworth C of E Primary School



## Reading Policy

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Review Cycle:	2 Yearly
Reviewed By:	Miss L. Sandham/Mr S.Heaton
Approved By:	Mrs S. Buckley
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Nominated Governor:	Nicola Hathaway

## ***'Love God, Love Learning, Love One Another.' Matt 22:36-39***

At Elworth we embrace The Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' When Jesus was asked which was the greatest commandment, he responded with '*Love the Lord your God with all your heart, all your soul and all your mind*' and '*Love your neighbour as yourself*' (Matt 22:36-39). These timeless words are at the heart of our vision, nurturing our community and shaping the ethos of our flourishing school.

### **School's theologically rooted Christian mission**

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Our six Christian values underpin all that we teach : Courage, Community, Perseverance, Generosity, Compassion, Friendship. Our school rules are: To be Ready, To be Responsible and To be Respectful. These are embedded in each child's mind so that they are fully prepared for living each day successfully. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in our lives and throughout the world and learn to be advocates for change.

### **Intent**

The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (*Reading by the Age of 6*)

### **Rationale**

At Elworth CE, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at Elworth CE, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

### **Aims**

We aim to ensure that all children have the chance to follow an enriching curriculum by getting them reading early. At Elworth CE Primary School, we believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge.

Our reading ethos is based on the following principles:

- Fostering a love of reading and sharing stories, poems and rhymes to develop vocabulary and comprehension.
- Having a secure, systematic, synthetic phonics programme taught from the beginning of reception.
- Creating opportunities for children to read and reread books that match their phonics' stage.
- Effective use of assessment to quickly pick up children falling behind and to give targeted support.

By the end of Key Stage Two we aim for each child to be able to:

- demonstrate an enthusiastic response to books and read for personal enjoyment
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to peer/self-monitor and correct.
- demonstrate an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to read and write in a variety of styles and forms appropriate to a variety of situations.
- have developed the powers of imagination, inventiveness and critical awareness.
- use a suitable technical and imaginative vocabulary to articulate their responses.

### **Statutory Requirements**

The programme of study for English is followed throughout Key Stage One and Two.

### **Implementation**

#### **In the Foundation Stage**

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e. guided reading. The class teachers share big books with the class and regularly read stories and rhymes. Learning follows a Narrative Immersion approach throughout the school day, so story forms the basis of learning. Phonics sessions are taught daily through RWI Reading and books are provided based on the phonics stage of each pupil. The children are given an individual reading book to take home when they are ready which is closely linked to the phonics ability of the children. They are encouraged to read and reread texts in order to embed new learning fully. Parents' meetings are held during the EYFS phase to ensure children can be supported at home.

The new library creates a welcoming and engaging space for the teacher to take groups of children in and read them a story. This is the beginning of their relationship with the library as they grow to become independent readers.

#### **Key Stage 1**

Phonics is taught daily in ability groups using the 'Read Write Inc' phonics and reading scheme. Children are taught to read in phonics lessons which take place daily in carefully assessed groups. The children read books based on their phonic ability and re-read books to embed prior learning. The sequence of reading books shows a cumulative progression in phonic knowledge that is matched closely to the school's phonics programme. Children's progress is tracked regularly by the Phonics Leader, who ensures that the assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who are falling behind so that targeted support can be given immediately (Please refer to our detailed Phonics Policy for more detail in how Phonics is taught at Elworth CE Primary School). Once children are confident in Set 3 phonics and are able to show fluency and automaticity of the phonics sounds, children are taught using the Read Write Inc

Comprehension programme. This encourages children to understand what they are reading at a deeper level and supports their development as a reader.

In addition to this, children in Key Stage 1 follow the Literacy Counts Steps to Read whole class reading lessons. This teaches comprehension, reading skills, such as skimming and scanning and retrieval of evidence from a text. This is completed as a whole class until children are confident in recording written evidence for themselves.

The new library creates a welcoming and engaging space for the teacher to take groups of children in and read them a story. By the end of KS1, some children will be accessing the library to take books out independently. This forms a part of our Reading For Pleasure strategy.

### **Key Stage 2**

Within KS2, children are exposed to a rich reading curriculum which promotes a love of reading. When children have completed the phonics programme, and have transitioned to 'reading to learn,' they develop deeper reading skills through a variety of shared and guided reading opportunities. Children are read to at least 3 times a week in an exciting, engaging way which exposes them to a range of stories and novels, whilst also introducing them to new ideas, concepts and vocabulary.

Across KS2, we follow the 'Steps to Read' approach which involves explicitly teaching reading skills and strategies in a cumulative, systematic way. These lessons take place in every class on a daily basis and children are taught as a whole-class with support staff utilised effectively to allow access for all learners. Each lesson follows an identical four-step teaching sequence (read, model, practise, apply) allowing clear demonstration of decoding skills and text analysis, as well as the teaching of a range of age-related comprehension skills. In KS2, the main comprehension skills focused on include: prediction; questioning; clarifying; summarising and inference. Reading journals are used to record responses to reading as appropriate, **at least** once a week, as it is important that children are taught how to respond orally using teacher modelling, and in writing. Alongside these journals, a wide range of engaging, language-rich texts are used including narrative, poetry, and non-fiction, that enriches learning across the curriculum. Those children who require additional support with phonics and learning to read, receive targeted daily intervention to develop the acquisition of phonics outside of the reading lesson enabling them to continue to develop their comprehension skills, whilst also securing their phonics knowledge.

During their time in KS2, children also use 'Accelerated Reader' and the related quizzes, which further helps to develop a love of reading. Children are encouraged to read for pleasure; the best readers have to have time to develop a love of language and literature. Our library supports the children in their reading and children are given the opportunity to change their own reading books; this is carefully monitored by the class teacher. Children are encouraged to select books which challenge them but that are within their ability range, ensuring that all children are reading age-appropriate recommended titles. In addition to this, the quizzes ensure children have a good understanding of what they have read and enable the teacher to track their progress and ability regularly. To maintain a love of reading, titles in the library are updated regularly and children are able to suggest books that they would like to add to our collection.

### **Cross Curricular Links**

Because reading is an integral part of our daily lives and manifests itself in most areas of the curriculum, links will be made with other curriculum areas at Key Stages One and Two and with other areas of learning in the Foundation Stage. Individual, group and class reading opportunities will be provided across the curriculum where appropriate. *Many of the texts studied by the children within their reading lessons, as well as within their shared reading time, develop knowledge, understanding, concepts and skills within other core and foundation subjects.*

### **Classroom organisation**

Classroom organisation is a key area to success in the teaching and learning of Reading. Reading is taught in both designated Reading sessions and through cross-curricular themes. Pupils spend time daily, being taught as members of a whole-class or a smaller ability group. The needs of the full range of pupils are met, as far as possible, within this structure, including those with SEN and English as a second language, as well as those children who are reading at greater depth.

All classrooms have an interactive reading area which children take part in organising and developing. The range of books within reading areas are specifically selected to promote a love of reading and to meet children's interest whilst also ensuring age-appropriate suitability and links to the wider curriculum.

Children also have access to the AR books in the school library and each class is able to access the library, as needed, throughout the week. Each classroom seeks to support, celebrate and exemplify the children's literacy achievements through rich environmental text, display and writing models.

### **Impact**

### **Assessment, Recording and Reporting**

The assessment and recording of Reading is part of the overall assessment of the whole child and should be seen alongside all the other areas of development. The following points should, in particular, be borne in mind:

- Progress within the National Curriculum is monitored by the class teacher and recorded on the school's data system (Target Tracker). Other tests (eg, optional SATs, CGP, NFER) are used as appropriate.
- Children who demonstrate slower than expected progress/achievement will be involved in appropriate reading intervention programmes in small groups to help develop their skills. This will include short, target based intervention programmes and may mean that children are kept on a phonics programme in addition to other reading teaching until they develop the necessary automaticity.
- A variety of methods may be used to gather material for record keeping purposes; this may include video recordings, iPad work and photographs (in accordance with parental consent)
- Reading/Writing records are updated termly (Target Tracker) to highlight specific developments and track progress of individual children, and the evidence used by all teachers to help tailor their lesson plan content, and by the English/Reading co-ordinator to inform intervention programmes and future foci for strategic action plans for English.
- A reading progress and achievement report on each child's achievements will be sent to parents as part of an overall report on the child's progress to date each year. Parents will have the opportunity to discuss their children's progress in all subject areas, including English, each parents' evening.
- Children will undertake statutory assessment in Reading/Writing / Spelling, Punctuation & Grammar at Year 2 and Year 6, and other appropriate assessment tests for other year groups.

### **Monitoring and review**

It is the responsibility of the reading subject leader to monitor the standards of children's work and the quality of teaching in reading. The reading subject leader is also responsible for supporting colleagues in the teaching of reading, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The reading subject leader gives the senior leadership team an annual summary report which evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The reading subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, looking at planning and carrying out pupil interviews.

