



PIPWORTH COMMUNITY PRIMARY SCHOOL



Article 17: I have a right to get information from lots of different sources, as long as it is safe.

Article 28: I have a right to an education.

Article 29: I have a right to be supported to achieve in education.

Article 31: I have a right to relax and play.

READING POLICY

Intent

At Pipworth Community Primary School we know that reading is the gateway to learning across our curriculum and beyond. We place high emphasis on developing early reading skills and a love of reading through the curriculum. To promote this, we use the Literacy Tree curriculum, an approach of using literature at the core of English teaching.

We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school. We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum.

Vocabulary development is a key priority through our curriculum and vocabulary development strategies including the use of Higher Tier words are used through school. Our teachers deliver guided reading using a 'Class Guided Read', with a book chosen to match age-related expectations and read daily as a class for approximately 20 minutes. We recognise the importance of parents in partnership with reading and home/school reading is encouraged.

At Pipworth, we recognise the importance of phonics in early reading. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words and read common exception words on sight. We follow the Little Wandle Letters and Sounds Revised programme of study (LWLS) with daily phonics sessions being

taught through the Foundation Stage, Year 1, Year 2 and groups of target pupils through intervention in Key Stage 2. Children are encouraged to use their phonic skills across all curriculum subjects. To ensure high quality and consistent sessions are delivered across school all staff are trained in the delivery of the Little Wandle Letters and Sounds revised programme. (See The Phonics and Early Reading Policy)

We all want our children to achieve excellence in reading no matter what their starting points are in order to compete with others on a level playing field. All pupils to have the opportunity to experience success in learning and to excel.

Implementation

Children take part in Guided Reading lessons, where they are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. In FS2, Year 1 and Year 2, this consists of three reads each week, in a small group with an adult, using fully decodable texts matched to their phonics assessment. Once fluent, Year 2 pupils will move from decodable books to bridging books to build their confidence and fluency.

We are developing an excellent library and a wide range of reading books in every classroom. All children from choose a reading book to take home and this reading book is changed frequently.

Teachers are asked to look for high quality texts that offer opportunities for pupils to apply their reading skills across the wider curriculum.

Children are read to each day by their class teacher. This can be a book that the teacher recommends to the class or a recommendation from a child.

Children in key stage 2 who have not completed their phonics learning, are given regular catch up sessions using the LWLS Rapid Catch Up or SEND programmes.

Aims

- To promote high standards reading achievements of **all** our pupils regardless of social background, culture, age, gender or ability.
- To foster enthusiasm and enjoyment in reading through Power of Reading strategies and higher order reading skills through the use of high quality texts in every year group.
- To equip children with the reading skills required to enable pupils to access further learning.
- To expose our children to a broad 'diet' of reading.
- To prioritise vocabulary development through the curriculum with Higher Tier words to be identified and targeted.
- To provide talk opportunities for our pupils, including drama.
- To provide opportunities for reasoning and explanation.

- To teach higher order reading skills through prediction, inference and retrieval.
- To teach children aural discrimination, phonemic awareness and rhyme awareness.
- To encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.
- To provide a range of resources to support and enhance the children's learning.
- To teach reading in line with the **National Curriculum PoS** and expectation for each year group.
- To follow the Little Wandle scheme with fidelity.
- To model good practice in use of phonics strategies, including the correct articulation of sounds.
- To use whole school standard resources to support phonics and early reading consistently.
- To assess children in order to address any gaps in learning quickly and successfully.
- Ensure training is kept up to date and relevant to match the needs of groups and individual children they teach.

Impact

We believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of the classroom. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced. We want to equip our pupils with the skills, knowledge and love of reading that will prepare them for their next stage of school, career and life.

Teaching and Learning

Teaching follows the National Curriculum PoS. Working Walls and standard resources are used within lessons to support and extend children's learning.

In Key Stage 2, our teachers deliver guided reading using a 'Class Guided Read', with a book chosen to match age-related expectations and read daily as a class for approximately 20 minutes. In these sessions, children are given the opportunity to hear stories read aloud and to practise reading aloud themselves, as well as honing the necessary skills for other key areas of reading, such as inference, deduction, prediction, vocabulary acquisition and book talk. Children are also given regular opportunities to read colour-banded books for pleasure, appropriate to their reading age.

Also see Phonics and Early Reading policy for EYFS and KS1.

Assessment

Formative assessments are used to quickly address gaps in learning and summative assessments are carried out at regular intervals throughout the academic year.

The role of the English Leader

For reading, the role of the English subject leader is to:

- be a role model and expert in the subject
- provide a lead and direction for reading through school;
- support and advise colleagues;
- monitor pupils' progress in reading;
- audit and manage physical resources;
- keep up-to-date with developments in reading and children's literature both locally and nationally;
- review the way reading is taught, planned and assessed, and plan for improvement;
- ensure progression and continuity in reading through school
- monitor and evaluate the teaching and learning within the subject
- work collaboratively within the locality of schools to develop and promote reading
- report periodically to Governors (end of year reports)

Homework

See homework policy.

Resources

All classrooms have a range of resources which are used frequently on a day to day basis and children from FS to Year 6 should have access to standard resources within lessons. School libraries have Reading for Pleasure books for all pupils to access. Resources are checked and audited.

LWLS resources have been allocated to year groups accordingly. Fully decodable books are organised in packs of six for small group reading. Bridging books are also organised in packs of six for pupils who have completed their phonics learning but who need to build up fluency and confidence. Packs of these resources are stored in EYFS and KS1 for staff to access. These are regularly checked by the Phonics Leader.

The role of the Subject Leader:

There is a Reading Co-ordinator for KS1 and 2 to oversee the planning and delivery of Reading within the school.

The coordinator will be responsible for

- Raising standards in Reading as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject
- Facilitating the use of Reading across the curriculum in collaboration with all subject coordinators as well as liaising and consulting with outside agencies where appropriate
- Developing their own role as subject leader through e.g. research, National College
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of Reading across the curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities
- Updating the policy annually

Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:

- Mentoring subject leaders new to role
- Developing the role of subject leaders and providing professional development opportunities
- Guidance for Action planning linked to whole school priorities
- Support for monitoring
- Professional Development Opportunities for subject leaders e.g. National College, NPQ

Monitoring the Policy

Monitoring the standards of children's work, planning and quality of teaching in reading is the responsibility of the subject leaders and the SLT (senior leadership team). Drop-in observations are carried out over the academic year to monitor the standard of teaching and learning in English. Individual and whole school feedback is given to staff with targets for improvement included which are revisited at subsequent scrutinies.

Remote Home Learning

In the event of a school closure or 'bubble' having to self-isolate, work will be put onto Google Classroom for children to access from home as closely matched to lessons and learning taking place in school at that time. Paper copies of any work will also be available for families to collect from the school office or sent home with children. Children completing work on Google Classroom will be given feedback on their work. Where specific resources may be needed these lessons will be taught when the children return to school. It is really important that you continue to encourage your child to read daily from home. Parent want to liaise with their child's class teacher in regards to borrowing books form school for the period of absence.

This policy represents a statement of a whole-school commitment to the teaching of reading and will be reviewed annually.

Cordy Wales