



Ivegill CE School

Reading Policy

Signed by:

MJamieson ___ Headteacher

Date: January 2024

Review date: January 2024

Statement of intent

Ivegill CE School understands the importance of reading in the process of developing pupils into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.
- To ensure effective coverage of the National Curriculum
- To ensure children are reading within age related expectations, enabling them to access all areas of the curriculum.

1. Background

1.1. This policy has due regard to statutory framework included not limited to, the following:

- DFE (2013) 'English programmes of study: Key stages 1 and 2'
- The Reading Framework 2021

1.2. This policy should be used in conjunction with the following school policies:

- SEND policy
- English Policy
- Phonics and Early Reading Policy

2. Key roles and responsibilities

2.1. The headteacher is responsible for:

- The day-to-day implementation and management of the Primary Reading Policy.
- Handling complaints regarding this policy, ensuring that the procedure outlined in the school's Complaints Procedures Policy is followed.

2.2. The headteacher, the Reading leader and delegated staff are responsible for:

- Ensuring all teachers have familiarised themselves with the Primary Reading Policy.
- Supporting colleagues with any aspect of the Primary Reading Policy.
- When required, assist with the planning and selection of new resources.
- Inform staff of any updates to the Primary Reading Policy.
- Accept responsibility for guided reading resources and keeping colleagues informed of available resources.
- Review and scrutinise class and year group assessment data in order to track pupil's progress
- Monitor reading planning, observing and offering feedback on the teaching of reading.

3. Key Priorities of the Reading Curriculum:

- The development of word reading through high-quality phonics provision and the systematic teaching of spellings.
- Deepening children’s understanding of the meaning and structure of a wide range of text types and stories.
- Encouraging children to read widely and for enjoyment. All classes read a wide range of stories and texts every day.
- Progressively building on discussion and recitation of key texts and stories, both in class and for a wider audience.
- Exploring the work of a wide range of authors both within their own ability range and beyond through whole-class books.
- Through linked texts, reading is an integral part of our history, geography and science curriculum.

4. National Curriculum

The school follows the National Curriculum for Reading. The programmes of study for English are set out year-by-year for key stage 1 and two yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years.

We ensure that we set out our school curriculum for English on a year-by-year basis and make this information available online.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils’ competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why we focus on phonics in the early teaching of reading when children start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum, preparing them for their next stage of development.

5. Key Stages

EYFS and KS1

We want children to make a good start with reading from when they first enter Reception. To enable this we start with daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids
- are monitored by the class teacher, who rotates and works with each group on a regular basis.
- These books are then taken home to be shared with parents along with texts that they can read well to increase confidence and fluency. Each child has a reading record book.
- In Year 2 and 3, we may continue to teach reading in this way for any children who still need to practise reading with decodable books.

KS2

Whole class and group guided reading sessions are done weekly. These are linked to reading VIPERS; Vocabulary, Infer, Predict, Explain, Retrieve, Sequence or Summarise.

Each session has a specific focus within the VIPERS for instance inference.

Children are provided with opportunities to answer questions based on a range of texts orally and in written form.

Children are provided with a wide range of text types to cover the broad curriculum.

Teachers plan the texts for a variety of reasons: e.g. to cover topical issues, provide cross curricular links, follow the children's interests or deepen understanding of a particular genre.

Children work through book bands which are suitable to their reading level. Children are then regularly assessed to ensure that they move through the book bands age appropriately.

When the children are fluent and demonstrate a good understanding of the text they move onto library books. These books are approved by the class teacher.

Each child has a reading record which is used as a two way dialogue between home and school.

6. SEND

Children who need additional support are identified through initial reading assessments.

Support is given through reading intervention and specific reading comprehension where this has been deemed to be an area of need.

Reading groups are organised for the lower 20% of each mixed age class to also support children.

Children have access to a reading support programme both at school and at home through Lexia UK.

7. The Reading Environment

The library is a shared area for whole school use and contains a range of fiction and Non-fiction texts.

Each classroom has a reading area with a range of books to encourage and appeal to all readers. Books linked to class texts or topics are also shared in this area.

Topic boxes of books are delivered into school on a termly basis to enhance understanding and opportunities for reading. These books are readily available for children to use whenever they wish.

Each class has a set of books, selected by them, from the local library van.

Each class has a text which is read daily. These texts can link to topics.

The school is a print rich environment with familiar and extending vocabulary. A range of reading materials are on offer including, online material, Newspapers, leaflets etc

8. Assessment

Teachers make assessments of children daily through;

- Analysing errors and picking up on misconceptions.
- Asking questions and listening to readers.
- Facilitating and listening to discussions.
- Recording this through reading records and individual/class sheet.
- VIPERS question sheet.
- Keeping an ongoing running record so children have been matched to the correct book band level.

These ongoing assessments inform future planning and teaching. This allows lessons to be readily adapted following these assessments.

Each year group completes a termly assessment using the Progress in understanding primary reading (PIRA).

The statutory Phonics test is completed in Year 1 in June.

Year 2 and Year 6 complete National tests (SATS) in May

9. Monitoring and Review

The effectiveness of this policy will be monitored continually by the headteacher and the Reading leader.

This policy will be reviewed bi-annually and is scheduled for review in January 2024