

WELBECK PRIMARY SCHOOL



READING POLICY

Approved	July 2024
Next Review	July 2025

Introduction

Reading is a priority and embedded in daily life at Welbeck Primary. We are passionate and ambitious in our expectations for reading across the whole curriculum and throughout the school day, and aim for all children become fluent, confident and competent readers, who read for a range of purposes. We aim to nurture a love of books and reading for pleasure, opening the door to a world of knowledge and imagination.

Aims and Objectives

Our aims are:

- To create a stimulating environment in which children are actively encouraged to develop a love of books and reading and are motivated to want to read independently for pleasure.
- To teach pupils to read efficiently and effectively for a variety of purposes.
- To develop an awareness of the range of reading skills required for different purposes and for a range of text types.
- To develop powers of imagination, inventiveness and critical awareness.
- To raise the standards of reading within the school for all pupils every year, with a particular focus on the lowest 20% of pupils becoming fluent readers.
- To ensure all pupils meet the expected standard for the Y1 Phonics Screening check and go on to be fluent and accurate readers.

Planning

Using the National Curriculum 2016 and EYFS Curriculum 2021, teachers produce long term, medium term and short term English plans. Each layer of planning gives information about the opportunities being offered to pupils – cross curricular links are identified as part of this process. English planning is based on the topic and books chosen for the class to focus on that term and linked wherever possible to quality texts.

Teaching and Learning

Foundation Stage

Children are taught to read in the Foundation stage using the ‘Little Wandle Letters and Sounds’ phonics programme’. In F1 children start ‘Foundations for Phonics’ on entry. They also learn a sound of the week which links to the ‘Book of the Week’.

In F2, children are rapidly introduced to phase 2 letter sounds on entry. They are then taught in whole class groups throughout the rest of the year moving through phases 2-4, which gives them good foundations for decoding and reading. Tricky words are introduced alongside decodable words. Strategies for reading with children are shared with parents through weekly ‘Reading Mornings’ during which parents are invited to share books with their child in school. We ensure that children access five separate texts a day through the ‘5 a day’ initiative.

By the end of the foundation stage, most children should be able to:

- read a range of familiar and common words and simple sentences independently;
- know that print carries meaning and, in English, is read from left to right and top to bottom;
- show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in nonfiction texts to answer questions about where, who, why and how.
- use knowledge of Phonics phases 2-4 to read and decode a range of tricky words.

Foundation Stage and KS1 Reading Scheme

Pupils are given an opportunity to apply their phonic knowledge through the 'Little Wandle Letters and Sounds' reading programme using Collins Big Cat Phonics books. These books match the children's current reading ability and are fully decodable. Children have three reading practice sessions a week with their teacher/ teaching assistant. These sessions focus on decoding, developing fluency and expression, and comprehension.

Key Stage 1

In Key Stage 1, teachers continue to build on the children's reading skills further by sharing books together and modelling good reading. Phonics is largely taught in classes from phase 5 with exceptions for SEN children and EAL children who are new to the country. Catch up interventions take place during afternoon sessions for target children. Five key texts are selected each half term to share with children and expose them to a variety of texts so they will have accessed 60 books in depth by the time they leave Key Stage 1. Teachers share at least '5 Key Texts' daily to build up children's bank of stories, meeting a range of engaging picture books, authors and illustrators. Children are introduced to a range of text types including: multicultural stories, poems, rhymes, fairy tales, traditional tales, encyclopedias, dictionaries, non-fiction texts, picture books and stories by a range of authors. Children are taught how to read for meaning and answer questions about texts. Children are provided with regular opportunities to read aloud, both with teachers, teaching assistants, volunteers and peers through individual and guided reading sessions on a weekly basis. This is recorded in their homework and reading diaries as well as the class teacher's own reading records. Children are given an opportunity to apply their phonics knowledge and skills through decodable reading books. When children can read fluently, they progress onto 'Early Readers' books before they move into Lower Key Stage 2.

Key Stage 2

In Key Stage 2 teachers are responsible for continuing a phonics support programme (PAT, Lifeboat or Precision Teaching) with children who need extra support in decoding and reading, focusing closely on the lowest 20%. Children are given opportunities for silent reading both independently and individually with an adult during the day. Teachers plan for the use of a whole class reader; each child has their own copy of a book which closely links with the topic. This book is shared daily and used for a range of activities to aid reading comprehension. We ensure that children access at least five separate texts a day through the '5 a day' initiative. A range of genres are introduced to children including: autobiographies, letters, diaries, articles, reports, short stories, poems and play scripts. Children are provided with regular opportunities to read aloud, both to teachers and peers through the use of the class book, individual reading time and guided reading sessions. This is recorded in their homework and reading diaries as well as the class teacher's reading file. From this, the teacher can monitor the child's understanding of their reading as well as sight vocabulary, application of spelling patterns in words, development of fluency and expression, knowledge of the structure of language and audience awareness.

Reading Comprehension Lessons

Reading comprehension focused lessons are delivered and recorded in English books weekly throughout KS2 and fortnightly in KS1. Children are taught the range of skills used to improve reading comprehension and are given opportunities to apply these skills through engagement with texts, discussion and written answers. Teachers plan Guided Reading sessions using the Schofield and Sims 'Complete Comprehension' and 'Reading Explorers' books for each year group or through use of high quality texts which link to their current topic. These sessions focus on the 'VIPERS' skills (vocabulary, inference, prediction, explanation, retrieval, summary-KS2/sequencing-EYFS/KS1).

Reading Rewards

Children are regularly rewarded for their reading progress. The class reading diaries are checked weekly for regular reading at home. Each class has their own reward system for reading with class prizes such as park visits or extra play. Further whole school reward systems include: Headteacher prizes for children who read and review ten books, reading discos, movie afternoons, water fights and picnics. Whole school termly award ceremonies also provide an opportunity to share progress and achievement with parents and families.

Promoting Reading for Pleasure and Learning

Reading for pleasure is encouraged across all key stages and books are made available to children from a range of sources. Regular termly visits are made by each class to the local library where children are able to choose and borrow books using either their class or personal cards. We open the 'Reading Room' across Key Stages every lunchtime throughout the year for children to read for pleasure and also gain signatures for reading in their spare time to work towards rewards. Year 6 children are encouraged to apply for the role of 'Reading Ambassador' to help promote a love of reading to younger children, listen to readers in the Reading Room, plan and deliver informative assemblies to the school and also to read books to classes during story times. In each class, teachers create irresistible reading corners linked to topics where possible, to invite children to enjoy books in an engaging space. We dedicate a healthy budget each year to English, much of which is spent on buying a wealth of diverse books and authors to ensure bookshelves are inviting and books are appealing. We work hard to ensure that the books we offer around school reflect diversity of cultures, religions and ways of life.

The Education Library Service is utilised to ensure that a broad range of topic linked texts are always offered and children meet new authors and books on a regular basis. Children are encouraged to explore these books (which are updated half termly) to research and answer key questions on display. A selection of books are linked closely with topics in each class, and enjoyment of the text is encouraged further through a range of cross-curricular activities linked to the storyline. Fiction, poetry and non-fiction are also presented through the use of E-books on the interactive whiteboards and audio books. Annual visits from the Library Van allow further opportunities for children to select books for their own classroom, to share with peers. Each class hosts a range of genres and themes to match the varied interests of the children.

Assessment opportunities

Children are assessed:

- Informally, through daily teacher observation, 1:1 reading and guided reading sessions.
- Phonics progress is assessed formally using GPC assessment and Phonics Tracking documents.
- Formally, through use of Early Years and the Little Wandle Phonics tracking documents.
- Formally, through comprehension tests – optional SATs in Years 3,4 and 5. SAT tests are completed in both Year 2 and Year 6.
- Reading results are tracked by the class teacher each term using the SIMS assessment tool. Regular pupil progress meetings are held with the Headteacher, Deputy Headteacher and Assistant Headteacher. Underachieving pupils are identified and an updated targeted support programme is implemented as necessary and shared with class teachers, Teaching Assistants and SENCO.

Targets

In Years 1-6 general reading targets are set termly in reading diaries; these are shared with parents and reviewed by class teachers at the end of the term. More specific targets linking with the yearly objectives are set based on individual and guided reading sessions and recorded in the weekly section of the reading diaries.

Monitoring and Evaluation

The monitoring of reading at Welbeck Primary is carried out in the following ways;

- Staff meetings/INSET to update teachers on new initiatives.
- Observations and discussions with teachers across the school.
- Book audits to ensure good quality reading books in all key stages for children to choose from.
- Data analysis of both optional SATS scores and teacher assessment entered for reading on SIMs.
- Year 2 and Year 6 SATs analysis.
- Phonics tracking sheet for all children in key stage one and passed onto key stage two teachers.
- Planning and work analysis carried out termly.
- TA's monitor diaries for regular reading at home. Results and trends are monitored by Reading Lead.
- Termly analysis of class teacher's reading folder.
- Reading Lead to review and update reading policy annually.
- Linked Governors visit school termly to monitor standards in reading provision across the school.

Interventions and Support

Interventions are timetabled and carried daily in groups or 1-1. The 'Lifeboat' scheme is used with the lowest 20% in each class to focus on decoding, fluency, vocabulary and understanding. 'Precision Teaching' is used on a 1-1 basis to develop sight reading of key words. High quality guided reading sessions focusing on the reading comprehension skills are delivered weekly in small groups to develop confidence, familiarity with a range of texts and understanding of reading.

Reading Schemes

The reading scheme is 'Little Wandle Letters & Sounds' using Collins Big Cat Phonics books. Books are chosen at the appropriate level for children. Beyond the reading scheme an engaging, varied and modern selection of reading books are regularly purchased for each classroom. Children are given the opportunity to read a range of books including stories, poetry, plays and non-fiction. Children are encouraged to select books that they are excited to read with the support of staff to ensure books are at the appropriate level to support understanding, progression and challenge.

Resources

A varied selection of books is kept in every classroom. As far as possible, books are chosen to reflect the cultural diversity and interests of the children within our school.

There is a separate stock of guided reading books, big books, poetry books, cross curricular books etc held in all Key Stages. Key stage 1 have a '5 Key Texts' library which is updated half termly to broaden children's bank of stories and introduce children to a range of quality texts and authors. KS2 have a 'Recommended Reads' shelf in each class for each year group which consists of ten books including poetry, novels and picture books. Children are encouraged to have read all 10 by the end of the year. The Reading Room consists of an extremely wide range of books to appeal to a variety of audiences and to promote a love of reading.

Each class aims to visit our local library once a term where every child will exchange a book and listen to a story read by a librarian. The Education Library Service is used across all key stages and books are chosen to link with topic work. The mobile library van visits twice a year and children have the opportunity to choose a range of books for their class. Reading volunteers are linked with a class for the year, focusing on children working below expectations; their work with children is directed and monitored by teachers.