Logo

Description automatically generated

Reading Policy

2022-2023

**OUR AIMS**

At Lockwood Primary School we believe that success in reading is the key to independent learning, and so reading is given high priority. Our vision is that we enable our children to become confident, enthusiastic, independent and reflective readers who read with high levels of enjoyment, understanding and comprehension. We endeavour to promote an enjoyment of reading and understanding, that reading is a life-long skill that opens the door to a world of opportunities. We want to make sure that the teaching of reading focuses on developing the children’s skills in Speaking and Listening, Phonics and Word Reading and Comprehension (both listening and reading) and aim to:

* Provide all children with the skills and strategies to read easily, fluently with good understanding.
* Provide all children with the phonological understanding to read words accurately.
* Develop the habit of reading widely and often, for both pleasure and information.
* Use a growing technical vocabulary with which to engage in ‘book talk’ so children acquire a wide vocabulary, and understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
* Ensure all children read widely and experience a range of genres in fiction, non-fiction and poetry and are able to discuss some of the ways in which narratives are constructed.
* Appreciate our rich and varied literary heritage.
* Develop critical appreciation of what they read.
* Develop study skills so that the children can select appropriate fiction and non-fiction books from the library.
* Develop children’s competence in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
* Know that reading is an important part of life and that everyone needs to be able to do so.

***.***

At Lockwood, we aim to get children reading early: learning to read – reading to learn. There is a whole school approach to the teaching of reading to teaching phonics and reading. A range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum. Children with specific reading, speech and language or hearing difficulties will be identified and supported through programmes in school and external help will be sought if necessary.

### ‘Reading across the curriculum’ opportunities are taught through:

* Direct teaching of synthetic phonics and reading through techniques and programmes such as; Read, Write Inc; book talk and Reciprocal Reading.
* Reading VIPERS approaches.
* Shared Reading (class teacher).
* Cross-curricular opportunities.
* Class Reader Texts.
* Dedicated Story time.
* Reading celebrations – World Book Day, Star Reader Award.
* Home Reading – x 5 times a week.

## Teaching and Learning

### Spoken Language

There are planned opportunities for the use of spoken language across the curriculum so children develop cognitively, socially and linguistically. The content is taught at a level appropriate to the age of the children and reflect the breadth of the curriculum, rhymes, poems and the reading spines. Children will learn how to take turns and when and how to participate constructively in conversations, book talk and debates, particularly around books and texts they have read or that have been shared. Attention will be paid to children’s vocabulary, structure, characters, feelings, plots and cause and effects.

### Phonics and Early Reading

The teaching of phonics and early reading is underpinned by a high quality, discrete phonics programme ‘Read, Write Inc’ (RWInc) to develop the cumulative knowledge of phonics across the Early Years Foundation Stage, Key Stage One and into Key Stage Two for children who still need further support. The programme’s ‘cycle of instruction’ means that after direct instruction, and guided practice, pupils mentor each other through ‘partner teaching’. In this way, they all rehearse and consolidate what they have been learning.

RWInc is a method of learning, centred around letter sounds and phonics, taught in a systematic manner. Using RWInc, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

Our RWInc programme will enable children to:

* Decode letter-sound correspondences quickly and effortlessly, using phonic knowledge and skills
* Read common exception words by sight
* Read books that align with their phonic knowledge
* Understand what they reading
* Read aloud with fluency and expression
* Work effortlessly with a partner to consolidate what they are learning

Alongside phonics we teach a range of strategies to develop reading and understanding including looking at the illustrations, context-based clues and deciding whether a sentence makes sense. All children are grouped and taught at a level appropriate to their phonic ability. All teachers and teaching assistants have been trained to deliver the programme.

### We will ensure that:

* Language development – including phonological awareness - is the focus BEFORE reading.
* Direct, focused phonics is taught daily in Reception and Key Stage 1.
* Children read books that closely match their phonic knowledge.
* Extra support is provided through the day for targeted children (lowest 20%).
* RWInc phonics programme will continue for children up to Y4 who have not passed phonic screening check (non- SEND) .
* ‘Lexia’ will be delivered to children in Year 3, Year 4 and for targeted groups in Year 5 and Year 6.

### Staff will:

* Observe and assess learning and pick up on difficulties, such as pupils’ articulation, problems with blending or alphabetic code knowledge. Staff will support individual needs through one-to-one tutoring, pre-teaching, re-grouping or other techniques.
* Staff will group and teach children :

Nursery

|  |  |  |
| --- | --- | --- |
| Autumn Term | Spring Term | Summer Term |
| Environmental sounds Instrumental sounds Body percussions | Rhythm and rhyme Alliteration  Voice sounds | Alliteration  Oral blending and segmenting Set 1 sounds (sound discrimination) |

Reception

|  |  |  |
| --- | --- | --- |
| Autumn Term | Spring Term | Summer Term |
| Set 1 sounds A,B,C  Oral blending and segmenting Decoding  Ditties 1-10 | Revisit sounds A-C Ditties 10-20  Set 2 sounds  Red Ditties storybooks  \*Green Books | Consolidation set 1  Fluency and expression set 1 sounds & words  Set 2 sounds and assisted words  Green/Purple books |

Year One

|  |  |  |
| --- | --- | --- |
| Autumn Term | Spring Term | Summer Term |
| Consolidation Set 2 sounds  Introduction to Set 3 sounds Purple/Pink books | Set 3 sounds Pink/Orange books | Consolidation Set 3 sounds Yellow/blue books |

Year Two

|  |  |  |
| --- | --- | --- |
| Autumn Term | Spring Term | Summer Term |
| Consolidation Set 3 sound Blue/grey books | Once pupils have successfully completed RWInc phonics then reading is taught daily through Whole Class Reading. Reading is taught through two main strands: word reading and fluency and  comprehension | |

### Whole Class Reading

Teaching whole class reading means that all pupils can read with the teacher more often, moving faster through more or longer texts and benefiting from the teacher’s expert explanations, modelling, questioning and feedback. Staff use a structured VIPERS Domain approach to teaching strategies that pupils can use to improve their reading comprehension. Teacher’s pitch reading sessions high, while providing scaffolding to allow pupils to access the text and practise reading and responding in challenging ways. It also makes possible integration between topic-related reading, reading as stimulus for writing, daily reading aloud to the class and following a ‘class reader’.

We have developed a Literary Curriculum, placing Quality texts at the heart of our English curriculum. In EYFS, the books have familiar structures, rich vocabulary and repetitive which makes it easier for children to join in. The reading becomes much more interactive and children eventually recite the stories ‘word for word’ which raises their confidence as readers and adds to their reading fluency. In Key Stage One, the books offer a deeper connection to the characters’ emotions and are drawn into the imaginary worlds. Across Key Stage Two, the books have rich and diverse themes, vocabulary, figurative language, diverse storylines and children develop great empathy for characters whilst also becoming more aware of the author’s intent.

### Individual Reading

* Children are encouraged to read for pleasure using staff as good role models during the reading for pleasure time each day.
* Children will select books that match their phonic abilities YR and KS1 (RWInc) or their. levels Book Band.
* Parents, readers and teachers will record in the reading record books. Children will make more active notes in UKS2.
* Children will read daily in school .

### Home Reading

* Children are expected to read five times a week. Parents or the reader are encouraged to make reading notes in their reading journals.
* Parents and carers are invited to curriculum meetings and workshops throughout the year where information regarding the year group curriculum and objectives are shared, alongside best practice. Various reading incentive schemes raise the profile of reading at home, and children and families are encouraged to take part in World Book Day celebrations.
* Parents are strongly encouraged to be actively involved in their children’s reading at all ages and are encouraged to share books to help improve their child’s reading skills and show them how important and enjoyable reading is.

### Our Non-Negotiables

* Ensuring the classroom has a well-designed and looked after book corner.
* Caring for books through the use of school and class librarians.
* Ensuring that daily reading aloud of aspirational and engaging texts happens at times throughout the day.
* The teaching of reading happens daily (RWInc/ English / story time/ class novel/ Whole Class Reading Lesson).
* Independent reading happens daily in KS2.
* In reading-based lessons, learning objectives are taken from year group NC objectives and Reading Domains.
* Formative assessments are recorded, analysed and responded to daily/weekly – corrective review and next steps.
* Reading records are monitored twice weekly.
* Summative data is analysed by SLT and intervention groups identified on termly basis to inform next terms’ planning and interventions (RWInc, Salford, NFER)
* Staff set realistic targets to motivate and inspire children to read and succeed.

### Building Reading Stamina

Reading stamina is having the energy and the concentration to focus on reading independently for extended periods of time , with purpose. We will help our children boost their reading stamina, train muscle memory in school and at home by using the following tips:

* Practice! Value independent reading, setting aside a daily reading sessions.
* Ensure that children have access to the reading levels / bands they need.
* Set reasonable reading goals and hold regular discussions with children to monitor and improve reading time .
* Set a purpose for reading. Explain how practice reading helps us to become better readers –

-My phrasing and fluency support meaning and sounds like talk.

- I use the punctuation, to regulate reading phrasing and fluency.

-I adapt the pitch, tone, stress and volume of my voice to match meaning.

-I problem-solve quickly and efficiently

- I self-correct if needed

- I think about meaning

* Continue to share, provide feedback, guide and challenge as reading time continues to increase and reading stamina grows.
* Encourage skimming and scanning.
* Train the eye to read words, phrases and sentences.
* Teach children what to do if reading breaks down (decode, re-read, read on).
* Have range of reading materials – newspapers, comics,s e-books, fiction, non-fiction etc
* Shared / paired reading opportunities, re-read same texts, listen to the teacher read to enjoy
* and comprehend.
* Make notes in reading journals to help retain what they have read, questions they want to ask, vocabulary they need checking.
* Ensure lessons provide opportunities for children to read within set timescale and complete reading tests over course of year.
* Diminish distractions (students use soft voice if reading aloud).
* Celebrate great readers.
* Give children checklist to measure their reading stamina as part of their self-evaluation.
* Teach children to ‘book talk’.

## Assessment and Monitoring

All children are formatively assessed on a daily basis through teacher’ ongoing assessment. These inform planning for the next day to ensure learning moves forwards or is consolidated as appropriate. Teachers will use the school assessment to track progress and identify areas of strengths and weaknesses for individuals and groups.

In EYFS/KS1 children will be assessed on their phonic and word reading termly using the Read, write Inc assessments, simple view of reading, NFER termly assessments. Year 2 children, will also use the previous KS1 SATs papers.

From Y3 – Y6 children will be assessed on a termly basis using the NFER tests, Salford Reading Tests and RWINC assessments (where appropriate). Staff will analyse the information to –

* Benchmark results internally and nationally
* Reliably monitor attainment and progress
* Make accurate comparisons between pupils and groups of pupils
* Gain informative information to guide teaching and learning

## Monitoring and Evaluation

Our planning, feedback and assessment procedure will be followed to inform future planning, teaching and learning. Teachers assess pupils against these frameworks to determine starting points for each

ability group in their class. Teachers and pupils regularly assess progress against nationally set age related expectations

Teachers will ensure that:

* A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
* Assessment Data is collected termly so that the impact of interventions can be monitored regularly. Regular dialogue ensures that groupings are fluid and quickly respond to changing needs
* Assessments are closely moderated to ensure they are accurate
* Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
* Regular feedback about performance is given to children and parents
* Interventions are adapted or changed if they are not working.

Staff will regularly monitor children’s reading behaviour and knowledge of texts through regular observation and feedback – both oral and written. Feedback is integrated into learning and will occur throughout a lesson to individuals or groups through the teachers’ questioning techniques and tasks set.

### Identification of Pupils

We will ensure that:

* ALL teaching staff and support staff are involved in the analysis of data and identification of pupils who need intervention and support to ‘plug the gaps’.
* The lowest 20% of pupils are identified and key discussions take place with staff, middle leaders and SLT to identify the provision to close the gap (see Pupil progress Meetings)
* ALL staff are aware of who pupil premium and vulnerable children are.
* ALL pupil premium children benefit from the funding, not just those who are underperforming.
* Underachievement at all levels is targeted (not just lower attaining pupils).
* Children’s individual needs are considered carefully so that we provide support for those in children who could be doing “even better if**…**..”, anticipating barriers to learning and planning support to overcome such barriers.