

Eastfield Primary School



Reading Policy Contents

1. Curriculum Statement (Intent)
2. EYFS KS1 and KS2 (Implementation)
 3. Organisation
 4. (Impact of reading)
 5. Assessment
6. Equal Opportunities
7. Inclusion
8. Role of the Subject Leader

Reading Policy

Reviewed September 2021 by Leanne Taylor

Intent

‘Learning to read transforms lives.’ (World Literacy Foundation 2015)

For children to exceed in education and grow to be successful adults, reading is given high priority at Eastfield. We have two main goals, each with equal weighting:

To teach all children **how** to read

To teach all children **why** to read

These goals shape the Eastfield style of reading instruction to ensure that regardless of background, needs or abilities:

- Pupils are taught to read fluently and with understanding.
- Pupils understand the benefits of reading - as a crucial life-skill necessary for accessing and achieving academic success in all areas of the curriculum and beyond.
- Pupils leave Eastfield as confident, independent readers with a life-long passion to explore books for pleasure in order to be able to lead a culturally enlightened and fulfilled life.

In reading, we look for opportunities to make links across the curriculum, to look at a topic from a range of subject perspectives and immerse ourselves in appropriate texts that complement our understanding and experiences of the world, develop our vocabulary and are accessible to all but challenging enough for even our most gifted readers.

Implementation in EYFS and year 1 (Early Reading)

Progression in reading is focused on 2 aspects – learning to read (phonics) and reading to learn (fluency and comprehension). In EYFS and KS1 our lessons focus primarily on cracking the phonics code and then progresses into whole class reading for enjoyment and vocabulary and contextual development. **See Phonics and Early Reading Policy: Letters and Sounds Revised**

Implementation in KS2

By KS2 we expect all children to have mastered phonics and be ready for whole class reading sessions which are undertaken daily for a minimum of 30 minutes.

Organisation

Whole class reading

The focus is on vocabulary development, the development of specific reading skills as outlined in the national curriculum and immersion in a wide range of texts. These lessons use class texts (which are often, but not always, linked to the class topic) as a stimulus. Pupils will study at least one novel each term and their reading lessons are supplemented with a variety of other genres including picture books, poetry, song, film and non-fiction as well as ‘cold’ texts, which are extracts that allow the children to apply their new reading skills independently. The reading subject leaders, in collaboration with teaching staff, choose the key texts to ensure that reading challenge is both progressive throughout the age range and provides a broad range of genre, themes, cultural experience and gives consideration to gender equality.

We have high expectations for our pupils so we choose texts that are challenging – with vocabulary that even our most gifted readers will not have experienced. We do this so that children are exposed to more ambitious vocabulary - safe in the context of whole class reading where concepts are explained by the teacher through ‘book talk’. Tier 2 words (usually from the key text) are planned and explicitly taught during reading lessons and across the curriculum – often preloaded in order to scaffold and help all children access age-related class reads.

Lessons are planned weekly giving consideration to the following key areas:

1. Context

We pre-teach context and themes (where relevant) to allow all children without prior knowledge to access the text. We use techniques to help children to live and breathe stories and their contexts – feel emotions, discover themes and visit places they might never have experienced for themselves. We use Royal Shakespeare Company ‘rehearsal room techniques’, drama and preloading of knowledge required to fully enjoy a text.

2. Comprehension

Using our knowledge of the needs of our children, we plan and teach each of the following curriculum elements using the Literacy Shed VIPERS acronym:

V – vocabulary

I – Infer

P – Predict

E – Explain

R – Retrieve

S – Sequence (KS1) and Summarise (KS2)

Teachers use the key text to identify opportunities to practise each of the skills in a variety of ways to keep reading lessons engaging. Each week, lessons are focused on one of the VIPERS strands and children are taught strategies specific to that area through ‘active reading’ and teacher modelling. We provide vocabulary instruction every week in a variety of ways to keep reading interesting and includes experiencing the word in different contexts and playing games for reinforcement.

3. Response

Teachers plan lessons for children to practise responding to a text in a variety of ways to demonstrate their understanding **and** appreciation. This includes providing opportunities to share what a word or text means to them through regular book talk; annotating texts with ideas, predictions, discoveries and questions; visualising and performing; relating their experiences and expressing what they like and don’t like. Children are taught to compose written responses to answer questions of varying cognitive demand and posed in a variety of different ways (multiple choice, extended response) to assess their ability.

4. Fluency

We continue to develop fluency, speed and stamina in a variety of ways to ensure reading is not formulaic and disengaging to the children. Every lesson includes a fluency activity and children are provided with opportunities to read and re-read a text or extract. These include teacher read alouds, choral reads, echo reads, partner reads, group reads. Children are taught to pay attention to their tone, volume and expression, particularly in using punctuation as an aide. Teachers are able to hear every child read at least weekly and make an assessment using Rasinski’s Fluency Rubric as a guide. Children identified as falling behind, read one to one with a teacher every week. All teachers read to the children every day; both during reading lessons and as ‘class read for pleasure’ which is often a story chosen by the children themselves. They show pupils that they enjoy reading and model fluency (tone, expression, pace, volume) and comprehension by explaining the process of **active reading**.

Home reading

At Eastfield, we understand the importance of developing a collaborative approach to reading with parents. Children who read and are read to in the home are more likely to read for pleasure, achieve academic success and lead fulfilled adult lives. To this end, we involve parents at every step of the journey by holding yearly reading information evenings - explaining how to help children read at home at each key stage; modelled

phonics lessons in EYFS; family stay and read sessions for KS1; phonics education workshops and drop-ins. We encourage parents to read with their child at least 4 times per week as part of our 'Regular Readers' program. Children who read at home receive 'Book Bucks' to spend in our enterprise shop at the end of each half term giving them an exciting incentive as well as weekly regular reader class champions certificates, which are celebrated weekly in whole school assembly.

Reading for Pleasure

We provide many opportunities for children to develop a love of reading throughout the school year and we work hard to ensure reading is celebrated as a highly regarded subject at Eastfield. On top of daily story-times for pleasure, a welcoming and bright library, classroom reading areas and displays, quality key texts and lessons that are creative and engaging and our very own reading dog, we hold many reading celebrations and extra-curricular activities. Children receive a yearly visit to the local library where they spend the morning enjoying books and listening to stories. We hold an exciting World Book Day event each year which sees children dressing up and enjoying a carefully chosen book for the whole school and fun and exciting activities arranged for the day. We work with local and national authors to visit the school and talk to them about their work and some children take part in the regional book awards challenge. We invite local sports teams such as Hull FC and Hull City to come in and share stories. We also hide books around the school in our Eastfield Book Hunt regularly for children to find and enjoy as a class for story time. We hold an annual Book Fair where children can buy books for home and run a competition alongside of this for children to design posters about their favourite books.

Intervention

Daily Keep-up lessons ensure every child learns to read

We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Through careful monitoring and tracking, teachers identify children who are not making the expected progress and therefore need intervention to catch up. Depending on the needs of individuals, this may include additional individual or small group work. It is important that children who are struggling to learn to read not only need to catch up with their peers, but also to continue to make progress.

To complement our judgements, we use Active Learn Bug Club assessment tools to help teacher assess progress and gaps in learning. We also use the program to ensure children are allocated the correct home reading books which match the sounds and content they are learning. We pay careful attention to children who are non-regular readers and provide these children with additional opportunity to read with our reading PAT (Pets as Therapy) dog, Pru and with our volunteers from Ready Steady Read.

Impact

Our overall aim is for our pupils to read fluently and with understanding. We strive for pupils to understand the benefits of reading - as a crucial life-skill necessary for accessing and achieving academic success in all areas of the curriculum and beyond. We endeavour for our pupils leave Eastfield as confident, independent readers with a life-long passion to explore books for pleasure in order to be able to lead a culturally enlightened and fulfilled life. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum and our children are encouraged to develop their own love of genres and authors and to review their books. This enhances a deep love of literature across a range of genres, cultures and styles.

Assessment

Types of assessment

Formative - This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with children in each reading lesson. Formative assessment is used by teachers in every year group to inform planning, resources and support in order for all children to progress within their own reading journey.

Summative- Children from the Foundation Stage up to year 6 are assessed half termly on their reading through our benchmarking assessments. This tool indicates the child's reading colour band to take home in order to further develop fluency. In FS, KS1 and LKS2 phonics assessments are also undertaken half termly to check children's progress and plan intervention for children who are working below the level expected. In KS2 are assessed once per year using the HCAT test materials and progress and attainment data is recorded on School Pupil Tracker. Test materials are used termly to support teachers with making accurate teacher assessment judgements. Teacher assessments are carried out towards the end of every half term (six times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

At key points through primary school, children are also assessed in reading against national expectations.

These are: ☒

- End of Year 1 (Phonics Screening) In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.
- End of KS1 (Year 2 SATs Reading test) Used to inform teacher assessment.
- End of KS2 (Year 6 SATs Reading test) Externally marked.

Assessment of EYFS children- Children in EYFS are assessed against the Foundation Stage Profile in reading under the Literacy Early Learning Goal. Children are reported as to whether they are 'emerging', 'expected' or 'exceeding' and whether they have achieved a good level of development.

Assessment information is reviewed termly at Pupil Progress meetings and used to target children who are not working at ARE in reading and for plan/evaluating intervention.

Equal Opportunities

At Eastfield Primary School we are committed to providing all children with an equal entitlement to reading activities and opportunities regardless of race, gender, culture or class.

Inclusion

At Eastfield Primary School we know how to achieve educational inclusion in reading by: Identifying and overcoming potential barriers to learning and assessment, responding to diverse learning needs and setting suitable and aspirational learning challenges for all children

The role of the Reading Co-ordinator is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into the schemes of work.

