

Reading Policy



The Willows Primary School Reading Policy 2024

Intent: At The Willows Primary School, we have adopted a comprehensive and consistent approach to the teaching of reading throughout the school. Our intent is for every child to become a life-long reader and believe that reading is a valuable and rewarding experience. We identify that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully and that success in reading opens doors to a world of knowledge. This policy will explain the important transition from learning to read to reading to learn.

Implementation:

- Our teachers prioritise being 'reading teachers' for all children, promoting a love of books and reading, creating a strong reading culture in school.
- Reading time is given daily, including reading our class novels during our English lessons, daily story time, and independent reading time (DEAR: Drop Everything and Read).
- Reading fluency is prioritised with the aim that all our children are fluent and able readers by the time they leave KS2.
- We read and teach a range of high-quality stories, poems and non-fiction that show progression in contextual, linguistic and literary knowledge.
- High quality children's literature are carefully mapped out to widen children's literary knowledge, a range of themes, gain knowledge across the curriculum and develop our children's love of reading and a knowledge and appreciation of a variety of authors.
- Texts are chosen to represent a range of protagonists, role models and authors in our books, to ensure that all children at The Willows feel seen, understood and valued through the books they read.
- Our teachers use a dialogic approach to teaching reading to support and develop our pupils' spoken language.
- Our teachers bring words to life and support word appreciation through the teaching of linguistics, including orthography, morphology, etymology and collocation.
- Our teachers model reading to guide our children's understanding and model reading strategies in the moment of reading through 'think alouds', creating a mental model for our pupils.
- A range of reading strategies are used such as close, echo, choral, shared and paired reading to improve reading fluency, tone, pace, pitch and volume into reading lessons.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

Guidelines:

There is a whole school approach to the teaching of reading. A wide range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum and EYFS Development Matters document.

Nursery

There will be five phonics groups in nursery and the children will be grouped by ability for these sessions. A small number of children will complete a 'Time to Talk' programme and/or an 'Early Talk Boost' programme to encourage speaking and listening skills. A number of nursery children will engage in phase 1 phonics activities from the 'Letters and Sounds' document in order to develop their communication and listening skills further along with their phonological awareness. A proportion of children whose skills are already well developed in these areas will follow the 'Read Write Inc.' phonics programme used by the rest of the school. When the children are able to blend words they are introduced to the reading scheme books which are carefully matched to their ability. These are sent home to be practised and changed weekly.

Children will be supported in applying some of the skills taught in their phonics lessons through carefully planned continuous provision activities. These may include listening to stories in the reading area, singing songs and rhymes, letter recognition games and blending activities. All opportunities in the continuous provision will be linked where possible to the book of the week and at the end of the day there will also be a story time to further develop a love of books and reading. Each week, the children will take home a library book to share with their parents to continue that love of reading in the home environment.

At the beginning of the nursery year parents are invited to a reading workshop where they can find out how reading is taught in nursery and how they can best support their child with this at home. At each stage of the children's reading journey, letters are sent home to explain the next process whether this be learning letter sounds, blending or listening to their children read. Additional support may be given to individual parents if required.

Reception

Reception children are again grouped by ability in order to meet the varied reading needs of the reception year group. Some children will be building on the phonics progress made in nursery while some children will be taught the first 31 sounds from the 'Read, Write, Inc.' phonics programme for the first time. Appropriate phonics activities which support the differing abilities of the children are sent home to be reinforced. These may be letter sound cards, blending books or reading books matching the child's ability.

When appropriate to do so, tricky words are introduced as 'red words' for the children to learn at school and practise at home. These are introduced through a series of differentiated key word cards ranging from Set 1 to Set 12.

Again, children will be given the opportunity to apply their phonics skills during their independent play through carefully planned activities. Likewise, all opportunities in the continuous provision will be linked where possible to the book of the week and at the end of the day, there will also be a story time to further develop a love of books and reading. Each week, the children will take home a library book to share with their parents to continue that love of reading in the home environment.

At the beginning of the reception year parents are invited to a reading workshop where they can find out how reading is taught in reception and how they can best support their child with this at home. At each stage of the children's reading journey, letters are sent home to explain the next process whether this be learning letter sounds, blending or listening to their children read. Additional support may be given to individual parents if required.

Key Stage 1

Children will continue to follow the above programme into Year 1. This will be a focused, daily session in year 1 and three times a week in year 2. In Year 1, the teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage and continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work.

Children in Year 2 continue the Read Write Inc programme until they are secure with all letters and sounds and until they can read with adequate fluency. In addition to Read Write Inc lessons, KS1 children take part in a daily English lesson which use strategies to support text comprehension so that children are able to engage with texts at a deeper level. These strategies include predicting, questioning, summarising, thinking aloud and visualising.

Every day, the children in Key stage 1 will take home their reading diary and reading books from an appropriate level following the RWI programme until secure enough to access free choice reading books. Children all take home a library book too share with adults at home to promote the enjoyment and love of reading. It is also an opportunity for children to be exposed to higher level language and texts which they could not access independently.

Key Stage 2

In KS2, children who are able to read fluently, will choose a home reading book from our school library that is brought into school daily. Children who are still learning to read will continue with a daily systematic phonics programme (RWI) in addition to their whole class reading lessons, so they can rapidly catch-up with their peers. Children completing the RWI programme, will continue to read books that are at a decodable level.

Novel Based Approach to Teaching and Learning

To promote reading and to immerse children in contextual, linguistic and literary knowledge, we adopt a picture book/ novel based approach to teaching and learning for Year 1 to Year 6. A quality text is chosen per half-term or term and this text is the stimulus for learning. A range of additional fiction, non-fiction and poetry texts are used as literary links so children can make deeper connections, have the context to infer, develop empathy, link themes and expand their range of literary knowledge.

Key Stage Year 2-6 - Accelerated Reader and Star Reader

Accelerated Reader is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure. The programme gives pupils significant choice in levelled books and quizzes with over 27,000 reading practice quizzes made available on books from over 300 publishers and imprints. Accelerated Reader provides children with regular feedback on their progress and fosters communication between pupil and teacher in regards to reading interests, targets and next steps.

STAR Reading is a computer-adaptive assessment, administered on PCs or tablets in approximately 20 minutes. Every question in the extensive item bank is linked to skills identified in the national curriculum and is carefully calibrated to provide staff with an accurate insight into each student's academic progress. The information collected from each half termly assessment provides staff with accurate, actionable data about what a child knows and what they are ready to learn next, informing planning and teaching.

Data involved includes:

- National Curriculum reading level
- Reading age (in years and months)

- Zone of Proximal Development:
The range of difficulty level of books a student should read to allow for independent reading
- Norm Referenced Standardised Score:
How a student compares nationally with others of a similar age
- Percentile Rank:
A norm-referenced score that provides a measure of a student's score compared with other students of the same age nationally
- Scaled Score:
A measure of a student's progress against the expected standards in the new reading curriculum

The Reading Environment

Every class has access to a reading area in the classroom that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. Every class will have a range of books available to pupils that reflect their current learning, and a range of books that link to the themes of their class novel. Any supplementary texts that are used within reading lessons, to support the context of learning and a love of reading, are also displayed in the classroom for the children to access.

Children also have access to The Willows Library which includes a wide range of picture books, first chapter books, graphic novels, middle grade books, non-fiction and poetry.

A respect for books will be fostered and modelled by all staff.

Every class will have a 'class book' – a quality novel / story that is read daily for the enjoyment of 'listening'.

We have an indoor woodland reading area which provides a quiet and stimulating space for children to engage with reading.

Teaching and Learning of Reading

As reading is at the core of accessing all areas of the curriculum it is essential that at The Willows there is focused and dedicated time given to the teaching of the mechanics of reading.

Impact:

Formal Assessment

Children are formally assessed three times a year and regular meetings are held to monitor their attainment and achievement. Please also see our assessment policy.

EYFS

The **Reception Baseline Assessment** (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. It is an activity based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

It is used to show the progress pupils make from reception to the end of Key Stage 2.

On entry to Nursery children will be assessed on their reading and phonological awareness through practical activities and observation. These assessments will be revisited each term. They will also complete a communication screen which will assess the children's age related ability to understand and use language. Children who are not meeting age related expectations will be assessed using a communication screen from a lower age band to ascertain the level that the child is working at. Where this is the case, the assessments will be revisited half termly to monitor progress more carefully.

When appropriate, some children will complete more formal RWI standard reading assessments termly to demonstrate the progress they are making in their phonics lessons and with their reading..

Reading books are carefully matched to children's abilities to ensure that they are reading books which match their phonic ability.

If Reception children are meeting age related expectations they should achieve the Early Learning Goal (ELG) in reading by the end of the Reception year.

Literacy

- ELG: **Comprehension** - Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- ELG: **Word Reading** - Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Children who are not on track to achieve this will receive additional support throughout the year.

KS1 and KS2

RWI (KS1)

Formal assessments are carried out termly using the RWI assessment and grouping charts. This allows teachers to review the progress of the children and inform future planning and needs of the groups.

Words per Minute

Children in Year 2 are assessed regarding how many words they can read per minute. The text chosen is age appropriate and approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding. Some pupils however read more slowly than this while still being able to understand what they are reading.

Phonics Screening (KS1)

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher.

PIRA

PiRA tests are written and have the same layout and structure as end of key stage SATs papers. The challenge of text and the level of questioning are directly linked with the curriculum expectations and the tests enable schools to assess, monitor and predict pupil progress in reading. The tests provide standardised results and age related scores and they also provide reliable diagnostic and predictive information to support and guide effective classroom learning.

(Year 1 complete the summer term PiRA assessment only and Y3-Y5 complete the autumn term paper)

Testbase Assessments – Spring and Summer KS2

Valid and reliable tests covering years 3, 4, 5 and 6 with a web-based marking and reports system showing individual and class attainment and progress towards national standards.

These tests are:

- proven high quality assessment for the new national curriculum;
- ideal for identifying strengths and weaknesses of individual pupils and classes to support effective teaching and learning;
- designed to demonstrate progression from key stage 1 to the end of key stage 2.

The tests are specifically designed to be used mid year and end of the year to help provide consistency in assessment and question level analysis grids are completed to identify target areas and to inform planning and support.

SATs Papers (Y2 and Y6)

Year 2 and Year 6 utilise past SATs papers as part of their assessments. These papers provide scaled scores and enable staff to identify the strengths of children and areas for further support. Following tests, question level analysis grids are completed to identify target areas and to inform planning and support.