



“Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society” **English Purpose of Study, National Curriculum 2014, DFE**

We believe that Reading is an essential life skill and reading lies at the heart of our curriculum.

Intentions:

- To foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.
- Provide children with necessary life-long skills to ensure they can read confidently and with a secure understanding.
- Build a community of engaged readers who turn to reading for meaning and pleasure. Provide regular opportunities for children of all ages to be read to, read out loud, and read independently.
- Provide plenty of opportunities to read for pleasure. Engage in book talk with peers to recommend texts and consider own reading habits and preferences.
- Ensure reading is a transferable skill and that children are reading across the wider curriculum.
- Develop a consistent approach to reading teaching and target pupils to achieve the highest possible number of children attaining expected or higher.

Implementation:

Organisation and Planning of Reading in the Early Years:

In Reception, multiple reading opportunities are given on a daily basis. A wide range of approaches are used to provide first-hand experiences in a stimulating environment which is rich in language and print. A reading spine of treasured reads has been established with books being re-read and enjoyed throughout the year.

There are focussed periods of time within the day when children share books, stories and rhymes in a more structured way. The use of a puppet is also utilised to introduce new vocabulary which children explore further throughout the day through continuous provision.

Children take part in a daily phonic lesson where they are encouraged to link sounds and letters to begin to read and write. We use the Twinkl Phonics Scheme (following the letters and sound order of delivery) to enable children to acquire a good knowledge of phonics. Once the children are ready to access reading books, they will be given an individual book to take home. These books are fully decodable using Pearson Bug material.

Throughout the year, children are encouraged to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Children in this phase demonstrate understanding when talking with others about what they have read.

Organisation and Planning of Reading in Key Stages 1 and 2:

Teachers in Key stage 1 and 2 work using the National Curriculum 2014. In Year 1, pupils take part in a daily whole class phonics session using phonics play. It sets out a detailed and systematic programme for teaching phonics with the aim of them becoming fluent readers by the age of seven. Most children pass the phonics screening test by the end of Year 1, but those who are not ready for this, will receive additional interventions to help them reach the expected level in Year 2. Occasionally, this will also apply to a KS2 pupil, should they still require phonics support.

Children in KS1 and KS2 will have regular reading sessions to ensure all pupils experience the modelling of good reading and can discuss a text in detail. These lessons include a variety of carefully chosen books and extracts to ensure progression and a love of reading across the school. Following shared reading, children will focus on a specific skill of reading using reading VIPERS to structure and guide the discussion of a text in detail. This may be completed as a whole class or in smaller groups, at the discretion of the teacher and dependent on the needs of the children. All lessons will include vocabulary discussion and rapid retrieval.

Individual reading

Every child has a school reading book to take home each day to read with an adult or independently – this will either be a reading scheme book or a class library book, depending on children's reading ability. We encourage children to choose their own book within the coloured band and begin to develop their own reading preferences. Class teachers regularly check children's books to ensure progression and challenge in reading material. Children and adults are encouraged to make comments on what has been read: children in reception class use tapestry to record their reading at home; children in years 1-3 use a school-designed reading diary and children in years 4-6 use reading journal. Reading diaries/journals are regularly monitored by adults in school to ensure all children (regardless of age) are reading regularly at home.

Children read 1:1 with an adult, in school, regularly in all classes. Younger children, and those who are identified as requiring additional reading support (lowest 20%), will read 1:1 more frequently - a minimum of three to four times a week.

Reading for Pleasure

At Little Eaton, we believe that reading for pleasure is a vital part of every child's educational entitlement. Developing a love of reading has huge benefits for children, contributing to pupils' educational achievement across the curriculum in addition to providing a lifetime of enjoyment.

Alongside developing children's discrete word-reading skills and comprehension, we encourage and support children to develop a love of books and reading. We recognise that these two elements are intertwined: each relies on the other if children are to become life-long readers.

- Children are read to daily by their class teacher. Books are chosen by a mixture of teacher and pupil choice to ensure variety and familiarity with a wide range of themes, authors and genres.
- At least once a year, children hold a book choice in class with the chosen book purchased for them to enjoy.
- Book fairs and sales are regularly organised throughout the year. Reward points earned are spent to replenish library stock and ensure newly published books are available in school.
- Year 6 librarians act as reading ambassadors, taking responsibility (under the guidance of the subject lead) for the organisation of the library and making book recommendations.
- 'Book talk' time for children to discuss reading material, preference and recommendations.
- A book week is organised each year.

Reading resources

All classrooms have a reading area with age-appropriate books to support a love of reading and the wider curriculum – fiction, non-fiction, poetry, dictionaries, thesaurus and reference texts.

In EYFS and KS1, the shared area is filled with staged reading books – predominately Pearson Bug club. These books are fully decodable and are linked to the phonic stage in which children are working at. We supplement this with other material for children in year 2 to ensure a wide variety of choice.

In KS2, there is a designated library with a large fiction and non-fiction section for children to choose.

The role of parents and the wider community

We believe that reading should not just be seen as a 'school activity' and recognise that wider family involvement supports reading. At Little Eaton, we strive to develop and encourage a strong partnership between reading at home and at school. School reading books are sent home regularly and we encourage parents and carers to contribute to their child's reading development, by making comments in children's individual reading records.

We hold two parent's evenings each year (in the Autumn and Spring term) where children's attainment, targets and progress within reading will be discussed. Parents are invited into school in the autumn term of the Reception year to learn about how reading and phonics is taught and developed. Half-termly reading newsletters are provided on the school website with ideas to support reading at home and newly published books are promoted.

Questions to support reading discussion at home are provided on the school website, at parental evenings and in the school reading diary/journal.

Volunteer readers work in some classes with children to boost reading skills, comprehension and enjoyment of books.

Cross-curricular reading opportunities

Wherever possible, teachers provide opportunities for pupils to practise and apply their reading skills by making creative links to enhance learning. For example, a historical unit about the Ancient Egyptians may include some non-fiction whole class reading where children will not only learn a particular reading skill (linked to VIPERS) but also gain additional knowledge to support their topic work.

Assessment

Continuous feedback is given to children orally within class during reading sessions. Teachers may also provide modelled answers to questions to support and scaffold children when answering reading comprehension questions. Marking of written work is often conducted with children allowing discussion and development with immediate feedback provided (pupils marking their own work is indicated by the use of a red pen).

Differentiation, Extra support and Inclusion:

There are children of differing abilities in all classes. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of tasks to the abilities of the children. Differentiation can take the form of targeted questioning; differing tasks; scaffolding; and varied expectation of outcomes. Teaching Assistant enhance learning opportunities in all classes.

Where further support is needed, other programmes will be used. Consultation with the SENCO is essential to ensure children are provided tasks and relevant intervention, appropriate to their needs.

At Little Eaton Primary School, we have high expectations for every child, whatever their background, ability or circumstances. We want all children to reach their full potential.

Equality

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

Impact:

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

Reading attainment and progress is monitored on a termly basis. In addition to the statutory end of key stage tests in Y2 and Y6, formal standardised testing in Y3-5 is carried out using testbase tests at the end of the Autumn and Summer terms. The results of these are analysed and used to inform planning and next steps for children's achievement. Assessment information feeds into pupil progress meetings and is used to identify children who require specific teaching input or intervention.

Pupil's opinions of reading are gathered through pupil voice interviews and pupil questionnaires.

How do we know if we have achieved our aims?

- By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure.
- We believe that reading is a key to all learning, the impact of our reading curriculum goes beyond the results of statutory assessments, and provides essential skills allow children to transition confidently.
- Children read for both meaning and for pleasure. Staff share texts and show themselves as readers; parents and visitors actively support us.
- Children choose books for pleasure, immersing themselves in a wide range of texts and in topics of interest in lessons and beyond.
- Children read in other subject areas and as a result their skills are enhanced and understanding of the world increased.
- A high number of children achieve the expected standard or higher, and through target interventions, those who find reading challenging are helped to quickly catch up.

Subject leader role

The English subject lead is responsible for raising the standards of teaching and learning in Reading. Data from across the school is analysed to identify strengths and areas for improvement. From this analysis, the School Development Plan each year will focus on any key issues which need to be implemented, monitored and evaluated.

The English subject leader will:

- Oversee the design and delivery of the Reading curriculum.
- Develop good practice in their classroom.
- Co-ordinate and order resources and manage the budget.
- Monitor and evaluate resources.
- Monitor planning and the delivery of the curriculum.
- Work together with colleagues to raise standards.
- Provide stimulus and inspiration.
- Ensure that the policy documents remain useful and current.
- Carry out a yearly audit and action plan.
- Conduct pupil voice interviews/questionnaires.

Monitoring strategies include: looking at pupil's work, monitoring reading material and purchasing resources, learning walks and lesson observations, delivering training and staff meetings to teachers/teaching assistants, pupil voice interviews and surveys, listening to pupils read.

Any questions or concerns regarding this policy should be made to Mrs. K Gardiner (English Subject Leader) or Mrs. E Webb (Reading Lead)

Date:

Date for next review:

Confirmation that the policy for Reading, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:

Signed by:

Chair of Governors: Date:

Headteacher: Date:

Approved at the Governing Body Meeting on: