

Reading Policy



Vision

At William Reynolds Primary school, we aim to instil a love of reading in all our pupils. Our curriculum is designed to ensure that pupils not only read for pleasure but use books to research and gather new knowledge to extend their understanding.

Aims

Our principle aims - from the National Curriculum in England - for Reading are to:

- put reading at the heart of the curriculum.
- inspire pupils to develop a 'lifelong love of reading'
- ensure that pupils develop fluency to confidently read at speed (90 words per minute).
- provide pupils with the ability to understand what they have read and use that information for a given purpose.

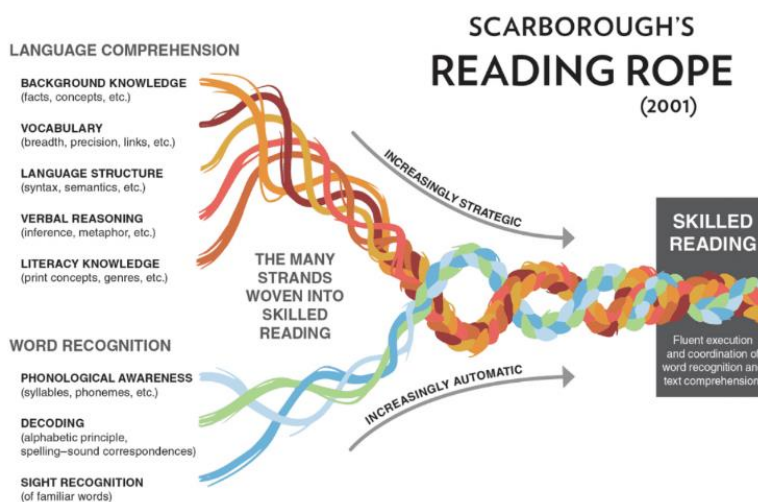
Teaching of Reading

We know that reading is the passport to the world and ability to communicate effectively. Reading enables children to acquire a richer vocabulary and develop an understanding of their world.

The core of our reading curriculum is the National Curriculum for England which is supported by Read, Write Inc, Rapid Readers and Reading Gems. A variety of approaches to support delivery of the reading curriculum across the school were researched by our subject leader.

Read, Write Inc is a systematic, synthetic phonics scheme that is validated by the Department For Education to ensure that children are

able to learn the phonics code required for them to become fluent, confident readers. The curriculum has been specifically sequenced in a logical progression (supported by Reading Gems) to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points and target points within objectives are identified for each year group through a whole school reading progression plan.



Early Years and Year 1 Curriculum

At all stages, reading attainment is assessed to ensure that gaps are addressed quickly and effectively so that pupils' progress is accelerated. Early readers are taught by skilled teaching staff through the Read, Write Inc programme, ensuring that their reading books match their current phonetic understanding. Continuous assessment takes place to ensure that pupils have embedded new knowledge and understanding to inform the teaching sequence and groupings or the need for tutoring. There is a sharp focus on ensuring pupils gain fluency and phonic knowledge alongside language comprehension as modelled by the Scarborough Reading Rope (2001).

Key Stage 1 and 2

Daily Guided Reading takes place, to ensure that pupils can become fluent, confident readers and are questioned about their understanding of the texts within group discussions. In Year Two and Three, there is a small group teacher focus daily, which develops understanding of vocabulary and comprehension. Other activities include reading for pleasure through a choice of topic books (to encourage cross curricular reading) or access to Bug Club. In Years 4, 5 and 6, specific 4 comprehension skills are taught through a whole class guided read with domain questions supported by Reading Gems within a whole school progression model. Formative assessment takes place daily, while termly summative assessment takes place in the form of NFER testing which allows analysis of gaps in learning to be quickly addressed

Planning

Planning Long term planning for Read Write inc, is followed for the Early Years and Year 1. From Year 2 Guided Reading is planned using the Reading Progression document, and supported by questioning from Reading Gems to ensure that the National Curriculum objectives are covered progressively in more depth. Our school Reading Spine details the books which children will get to know well over each half term in each year; Guided Reading is often based on this text and often feeds into writing lessons

Fluency

It is imperative that children are able to read fluently to gain the prosody that is required to gain a good understanding of the texts read. Therefore, children are exposed to a variety methods week on week to support them so that reading becomes effortless. This might be with the teacher modelling reading a text, echo reading, choral reading and partner reading.

Homework

All children in KS1 & KS2 are expected to read at home as well as in school. This can be a school, banded reading book, by using Bug Club or Oxford Owl in the early years, or another text from home. We ask parents and carers to complete a log in the back of the child's Home School Diary in order to track this. Reading together should be an enjoyable experience, and parents can take advice from, 'Reading Matters - A Parent's Guide To Reading At Home.'

Assessment

Teachers are expected to make regular assessments of each child's progress using various methods of formative assessment, throughout the year which support the teacher to assess their understanding and identify next steps. NFER tests are also completed at the end of each term which provide standardised scores to support teachers' judgements.

Monitoring and Review

We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. The *Governors' Curriculum and Standards Committee* has the responsibility of monitoring the success of the teaching.

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Governing body signature:	