



# St Paul's Cray CE Primary School Reading Policy

This policy was amended and updated in the Summer Term 2022 and  
was approved by the Governing Body

Reviewed - June 2023

Next Review - June 2024

# Curriculum Development: Reading

Our reading curriculum has been designed to be ambitious to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. The curriculum is planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. We have the same ambitions for all learners. Where this is not practical – for example, for some learners with high levels of SEND – the curriculum is adapted to meet their needs.

## Curriculum Intent:

*The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage.*

At St Paul's Cray, children in EYFS and KS1 learn the phonics skills necessary to decode increasingly challenging texts. Those children in KS2 who have not yet mastered these skills are supported through direct teaching and intervention at their current level. Our chosen phonics scheme is ReadWriteInc and staff follow the outlines of this scheme with fidelity. As children progress in KS2, they develop deeper reading comprehension skills through the use of quality texts, explicit teaching of skills of National Curriculum Objectives and through grammar enquiry. Alongside the explicit teaching of reading, children at every age, from our youngest two year old pupils right through to our Year 6 pupils, are encouraged to develop a love and enjoyment of reading and we provide a range of opportunities both in class and out to encourage reading for pleasure.

The high expectations and knowledge and love of reading shown by all staff in our school is key.

## Impact/Achievement:

*Evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement)*

*How do we know what we are teaching is correct? How do we adapt and improve our provision?*

Learners develop detailed knowledge and skills about reading and through reading, as a result, we aim for them to achieve the same as their peers or better. We aim for this to be reflected in results from national tests. At the end of year 6, our aim is for all pupils to be ready and feel confident about the next stage of their education.

## Implementation:

*Translating that framework over time into a structure and narrative, within an institutional context.*

*What are the key components of knowledge and what order are we choosing to teach them in? Why are we teaching what we are teaching when?*

Teachers have a good knowledge of the reading they teach. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Teaching is designed to help learners to remember in the long term the content they have been taught. The resources and high quality texts that teachers select reflect the curriculum's ambitious intentions. A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.

# Aims, Objectives and Policy Content

Reading and Writing skills are taught daily in an English lesson based on the objectives in the new curriculum, brought out in September 2014. The work should be appropriately differentiated according to the range of abilities in the class. The skills taught are then reinforced and consolidated through homework tasks which can include; reading, spelling, handwriting, research and written work, as well as half termly projects.

We use the EYFS curriculum as the basis of our teaching in the Early Years and there is a focus on activities that are practical, imaginative and enjoyable. There is a discrete daily phonics session for all pupils in Key Stage One and the Early Years and for those pupils in KS2 who have not yet reached the required standard, which is linked to RWI phonics which is taught daily in differentiated groups. Key Stage Two children reinforce phonics learning alongside grammar, spelling and punctuation in their daily English lessons.

The Reading Policy is divided into twelve main sections:

- **Aims of English Policies**
- **The Daily Teaching and Learning of Reading**
- **Home Reading**
- **Planning, Assessment and Evaluation**
- **Resources**
- **Intervention, Support and Beyond the Classroom**
- **ICT**
- **Health and Safety**
- **Equal Opportunities**
- **Subject Leader Role**
- **Self-Evaluation**
- **Appendices**

## **Aims of English Policies**

- To highlight the importance of English and how the skills of speaking and listening, reading and writing will enable all of our children to achieve success and support them in their lifelong learning.
- To provide outstanding teaching and learning of Reading and Writing and maintain a positive attitude towards English.
- To provide all of our children with equal opportunities to access English and to support their progress.
- To encourage all of our children to be active and independent learners within the subject of English and for their English skills to impact positively on outcomes across the curriculum.
- To ensure that all of our children achieve a level of literacy that enables them to reach their full potential as both individuals and members of society.
- To nurture the habit of reading widely and often, for both pleasure and information to ensure that all of our children become enthusiastic and critical readers and have good verbal and written communication skills.

In addition to the above, the School has recently become a Voice 21 Oracy school. Through the explicit teaching and learning of speaking and listening skills, we aim to underpin and deepen the skills of Reading and Writing.

# Daily Teaching and Learning

At St Paul's Cray Reading skills are taught explicitly in key sessions throughout the day:

## 1. RWI Phonics – EYFS, KS1 and Identified Pupils in KS2.

Daily RWI sessions teach decoding skills to pupils, which are then reinforced throughout the day by all members of staff.

- Discrete phonics sessions are taught daily. In the Autumn term, children in the EYFS are taught by their class teacher with support from the classroom assistant. The children in KS1 (and from the Spring term including EYFS) are grouped according to ability and taught the appropriate phase through a variety of speaking and listening, reading and writing activities.
- The phonics group leaders meet regularly with the Phonics subject leader to discuss the progress of the children and arrange the groups accordingly.
- Ongoing assessment tracks the pupil's progress and the end of Year 1 phonics test provides summative assessment. Planning of phonics sessions is based on the RWI scheme progression.

# Home Reading

Children from Reception to Year 6 should read at least three times a week as part of their weekly homework routine.

Pupils who are still receiving daily phonics teaching, read a RWI Book Bag Book linked to sounds taught that week. Pupils also receive a decodable reading book banded using the government's National Book Band guidance. National Book Band colours are matched to RWI book banding. It is important for pupils to read beyond RWI texts and have the opportunity to reinforce and revisit skills learnt.

Beyond RWI Phonics, the school uses Collins Big Cat Bands in line with National Book Band guidance to provide pupils with reading breadth (Fiction, Non-Fiction and Poetry) at their current level. The school regularly buys new books to encourage reading for pleasure as well as for purpose. In UKS2 particularly, pupils discuss reading preferences with members of staff who recommend books for home reading to match interest and build pupil knowledge of genres and authors. Pupil home reading is monitored regularly. The book band provision acts as a starting point for pupils and teachers discuss with parents to ensure pupils have access to books appropriate for their age and reading level to encourage reading for pleasure.

# Daily Teaching and Learning cont.

2. **Guided Reading** sessions are held daily in Years 1-6. In these sessions, staff select quality texts to allow revision and recall of previously taught reading skills but which also allow for the exploration of new vocabulary and skills.

- Sessions are differentiated to challenge pupils in their current learning.
- Pupils have a daily objective and are aware of the skill(s) that they are focusing on in each session.
- Pupils will have at least one opportunity per week to work alongside an adult as part of a group to support their current learning. Where needed, pupils who need further support are planned and supported further by the Teacher and TA.
- From the Summer Term 2022, children will also have timetabled group access of our Outdoor Reading Room.

3. **AIR (Accountable Independent Reading)** sessions are held daily in Years 1-6. In these sessions children read and discuss a carefully selected class text, which links to their wider curriculum topic work but which also provides pupils with a chance to discuss relevant emotional and social topics and current affairs.

As part of daily AIR sessions:

- Pupils investigate a 'Word of the Day' finding the definition, synonyms and antonyms. Pupils in KS2 also consider the root meaning of the word and apply the word in related and alternative contexts.
- Pupils read independently and aloud to build pace and reading stamina.
- Pupils learn through discussion to build on and extend the opinions of others.
- Pupils learn respect for the opinions and viewpoints of others.
- Tasks carried out throughout the week may include character studies, predictions, key vocabulary definitions (with a focus on Tier 2 words (*ref I.Beck*) and open-ended evidence based comprehension work.

Reading is a key element of every session across the curriculum and the discussion of vocabulary and meaning extends across all sessions taught, highlighting the importance of reading as life skill.

# Planning, Assessment and Evaluation

Pupils in Years 1-6 across the Amadeus Academy Trust complete termly Pixl Summative Assessments. All assessments and formal test scores are used alongside teacher daily formative assessments to inform planning, target setting and next steps for each child or group of children. Target Tracker is used to track children through the school and informs teachers if further support / interventions are needed for a child who is not in line with the progress that has been predicted. These needs are discussed in regular pupil progress review meetings.

Teachers work with class TAs to continually discuss and evaluate the formative progress of pupils' speaking and listening, reading, and writing. These discussions are used to inform future planning. Summative assessment such as termly Pixl Tests and SATs are used to inform teacher assessment. Early Years pupils are assessed using the Foundation Stage Profile Scores. **Assessments form the basis of interventions regularly reviewed by class teachers, phase leaders and the SENCO. Each term phase leaders meet with the head for a PPR (Pupil Planning and Progress Meeting) to discuss the impact of interventions in place.**

## 1. Marking and Feedback

Children's written work will be marked in relation to the daily objective in their books. Regular, more in depth focus marking allows the children the opportunity to respond to their marking and improve their work. Children are also aware of how to improve their work through the use of their targets (this may be written or from verbal discussion). Children also have opportunities to discuss and reflect upon their work through self and peer assessment. Pupils respond to feedback marking in purple pen.

## 2. Guided Group Assessment and Record Keeping

### KS1 – Guided Group Record Sheets

On the weekly planning sheets, teachers and other adults working with a group identify which children have either exceeded or not achieved the objective. These notes inform teachers future planning. Guided Groups are flexible and children work with peers according to specific needs. Teachers will also make daily assessments when marking and discussing work with children.

### KS2 – Guided Group Assessment

Based on formative and summative assessments, daily Guided Sessions are differentiated to meet the needs of children in the group(s).

In LKS2, pupils who require additional support work daily with a teacher to revisit and reinforce skills from KS1. Some identified children in LKS2 also attend daily phonics sessions.

In UKS2, teachers use summative assessments as a starting point when planning for group tasks. Adults also focus on specific criterion questions, depending on the task and pupil gaps from formative assessment. Ninja Comprehension texts also support these skills.

# Resources

## Phonics and Spelling

A wide range of quality resources for supporting phonics work based on ReadWriteInc within EYFS and KS1, including banded reading books and work books for each level. Pupils in Years 2-6 also have RWI Spelling Books which form the basis of weekly spelling tasks and which allow children to cover year group spelling rules.

## Guided Reading

Pupils experience a breadth of texts and genres (Fiction, Non-Fiction and Poetry) to support well-being, understanding and to support writing.

- A wide range of large texts are available for both key stages.
- Ninja Fiction and Non-Fiction Comprehension Skills Books are available for teachers to use as part of Guided Sessions or for Interventions where appropriate.
- There are a number of different schemes available for Guided Reading across the school which include Oxford Reading Tree, All Aboard and Rigby. These provide variety and a range of genres to cater for all abilities.
- Staff use a Book Band Tracking sheet based upon Collins and National Book Banding for KS1 and LKS2 to help decide appropriate quality texts for Guided sessions. These allow progress to be tracked and assessed throughout the year.

## AIR Reading

Based on research, pupils have a quality text which provides challenge in terms of vocabulary and quality discussion. Pupils have either a text one between two or a text each.

## Class Reading Areas

Each classroom has a selection of books, linked to topics which is changed regularly for pupil interest. Where possible books are forward facing to aid selection, particularly with younger pupils and pupils are taught how to care for the books they have. Reading recommendation is part of reading discussion and teachers look for different ways to encourage a love of reading in their classrooms, for example using QR Code book reviews, displaying a 'Read of the Week' or choosing from a teacher book shelf – watching adults read for pleasure themselves.

## Outdoor Library/Reading Provision

Our Outdoor library is continually being added to based on children's reading preferences. The English Subject Leader makes regular trips to our local library to borrow books based on discussions with children during lunchtime reading.

## (British Land) Young Readers Scheme with National Literacy Trust

For the past two years, children in KS2 have been part of a scheme receiving free books of their choice. We recognise the importance of children owning their own texts and this scheme is incredibly popular with our children, who choose from a wide range of suggested texts.

# Intervention, Support Beyond the Classroom

Every year group has a TA to work within the class during the English lesson and guided reading sessions. They are used across the class to support the less able and the focus group but also stretch the more-able children.

In addition, the following support is implemented to support and encourage individual needs, strengths and interests:

- Sunshine Reader Scheme – where pupils in UKS2 support pupils from Years 1-3 during a timetabled daily lunchtime reading club to build confidence, increase book talk and support reading for pleasure.
- Lunchtime provision for pupils to encourage, reading and writing independently and as a choice activity. This currently includes use of notebooks for UKS2 at break times.
- Family story time in EYFS.
- KS1 phonics sessions where children are grouped with children of similar ability.
- Reading recovery style intervention.
- KS2 small group teaching and reading interventions.
- Speech and language support.
- Adult / Parent helpers support within the school by listening to children read and changing home reading books.
- Authors, story tellers and performers are employed to boost interest and extend literacy skills.
- Celebration of World Book Day.
- Taking part in Book Trust's annual Pyjamarama to encourage reading for pleasure.
- Other projects and competitions may take place throughout the year where appropriate.



# ICT

ICT should be used to aid and support teaching and learning wherever possible. This may be in the classroom, including the use of eBooks, Chrome Books, I-Pads or the ICT suite. Children should be actively engaged in developing their English skills through their own use of ICT.

## Health and Safety

Wipe boards and interactive whiteboards must be clearly visible by all pupils and those with any form of sensory impairment should be seated to their best advantage in the English lesson.

Classrooms with children with hearing impairments are fitted with sound field systems. In planning of activities teachers must anticipate any safety issues in line with risk assessment.

Any safety implications must be discussed with children and any supporting adults. Children are encouraged to begin considering safety for themselves, others and the environment.

## Equal Opportunities

The new curriculum allows for a balance of fiction, poetry and non-fiction which must appeal to both genders and all abilities. The planning also includes studies of literature from different cultures. Staff should ensure that all children are involved in shared work as a class or in small groups or pairs. Similarly, all children have equal support in guided work according to their needs. Curriculum Texts and independent reading materials have been carefully selected which represent a variety of ethnic backgrounds and beliefs to challenge preconceptions and stereotypes and open up constructive dialogue.

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# The Role of the Subject Leader

The subject leader provides support and advice to staff and may model English lessons or support with planning. The subject leader monitors learning and teaching in English through lesson observations, work scrutiny and talking to staff and children in the school. A copy of staff's weekly planning is saved on the school Google Drives for reference and Monitoring purposes. Resources are ordered throughout the year as needed from the school budget in consultation with staff and the Head Teacher. The subject leader attends meetings and training courses regularly and passes this information on to staff through staff meetings or INSET. Through working closely with the Senior Leadership Team the subject leader has a strategic overview of the school's achievement across the year groups and identifies strengths and areas of development that feed into our School Improvement Plan.

## Self-Evaluation

This policy is a working document will be monitored and amended as needed by the English Leader or Senior Leadership Team and then confirmed by the Governing Body ALC Committee.

Benita Tooke (English and Oracy Subject Leader)

July 2022

## Appendices

Reading Framework:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1050849/Reading\\_framework\\_Teaching\\_the\\_foundations\\_of\\_literacy\\_-\\_July\\_2021\\_Jan\\_22\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf)

National Curriculum English Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>