

Policy / Procedure / Guideline Review

Policy / Procedure / Guideline:	Reading
Date of adoption / Academy Council approval:	September 2022
Lead staff member:	H.Lauder, R. Murton
Review date:	September 2023

Summary of values

Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs.

A summary of our whole school reading curriculum intent:

We believe that reading is the key to unlocking potential and a world of learning. It is fundamental, in order to develop knowledge and skills across the curriculum and the key to achieving throughout life.

We provide children with a literary rich environment, diverse and cross-curricular high-quality texts, inspiring learning and enrichment opportunities, so that all pupils:

- Apply their knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
- Read accurately, fluently and with understanding;
- Read with expression, clarity and confidence;
- Read and respond to a wide range of different types of texts;
- Develop a sound linguistic knowledge of vocabulary and grammar;
- Develop a deeper level of emotional intelligence and empathy;
- Read fluently, and with confidence, in any subject in their forthcoming secondary education.
- Develop a life-long love of reading and books.

Introduction

This document aims to show the school's reading ethos and how it is practised through reading sessions as well as other areas across the school and curriculum. It will set out a series of expectations for teachers, providing clarity for all members of staff to ensure that all our pupils are provided with a rich and varied learning experience that aims to develop the children as lifelong readers. Through the curriculum and our practice we strive to develop a culture of reading through consistently using high quality texts, that demonstrate aspirational language and grammatical structure; a variety of texts that inspire and enthuse children; texts with themes that help our children to develop and promote the school's values as well as ensuring their personal, social, spiritual and emotion needs are met and where children are able to progress and reach their full potential.

What is Reading at Castercliff Primary Academy?

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

Through our discussions and research, we believe that the following principles are at the forefront of our approach to reading:

- **Reading is challenging**

We develop our understanding and command of the English language through our experience of and exposure to challenging texts.

- **Reading is varied**

We recognise that reading comes in many forms and is essential to everyday life.

- **Reading is explored**

We use 'close reading' to interrogate texts through rigorous study.

- **Reading is inspirational**

We are enthused and stimulated by what we read and use the ideas and techniques that we have experienced when reading to inform our own written work.

Phonics

The ability to decode texts is vital if children are to become effective readers. If they can't do this, support must be put in place so that they are able to do this confidently. Key Stage 1 children have dedicated phonics session twice daily and children who did not pass the phonics screening on the second attempt should still receive support in Key Stage 2 if their ability to decode is still impacting them as a reader. Early interventions are also put into place if it is thought children may not pass the phonics screening at the end of Key Stage 1. TA support outside the Teaching of Reading time should be dedicated daily to 1:1 reading with children that have not yet mastered the ability to decode or read with a degree of fluency.

Make reading skills explicit and simple

Children need to be aware of the reading skills they are using in order to give them a greater understanding of what makes a well-rounded reader. Instead of having long winded wordy targets we can break them down into 6 simple words:

KS1 and KS2 children read with **VIPERS**

V – Vocabulary

I – Inference

P – Prediction

E – Explanation

R – Retrieval

S – Sequence (KS1)/ Summarise (KS2)

These are taught explicitly in Guided Reading sessions.



A Culture of Reading

Developing a culture of reading at Castercliff Primary is fundamental to the progression of the children not only in reading but across all other subjects.

In classrooms teachers will place a high value on books and reading by;

- Ensuring that the classroom has a well-designed and looked after book corner

- Caring for books through the use of school and class librarians
- Finding daily opportunities for children to read independently
- Ensuring that daily reading aloud of aspirational and engaging texts happens at the end of everyday

The school will provide additional events and activities to widen the scope of reading such as:

- Visits by established authors to promote reading and writing
- Competitions and Reading awards during the year
- Book fairs and visits to bookstores
- Celebration of National events – World Book Day, World Poetry Day

Reading across the School

Early Years Foundation Stage

Phonics sessions are taught daily through activities which follow Lancashire's Red Rose scheme. All reading books which are sent home are 100% decodable and match the Phonics sounds that have been taught that week. Bug Club is promoted and used regularly to promote reading in different ways.

Each child is read 1:1 with the class teacher at least once a week. Children listen to all the staff members reading different types of texts and stories daily to foster a love of reading. Each day is finished with a class story.

Parents are encouraged to join Stay and Read sessions to listen to their child read and understand the importance of reading and Phonics.

Key Stage 1

Phonics sessions are taught daily through "Letters and Sounds" activities and phonics is reinforced in the context of real texts. High Frequency Words are taught directly. Guided reading continues, using a mixture of Pearson Bug Club and Collins Big Cat books and home reading books from these schemes encourage the application of phonics to enable children to become fluent readers. Year 1 Guided reading follows a carousel approach whereas Year 2 follows a whole class Guided Reading approach. Children who may be finding the application of phonics skills in their reading difficult also use the Project X scheme from Oxford University Press. Children are read to regularly and listened to at least once a week by the Class Teacher /Teaching Assistant. Children in KS1 have access at home to their own online e-books through their own username and password on the Bug Club website.

Key Stage 2

Through guided reading, independent reading, reciprocal reading and comprehension activities, children are encouraged to develop the higher order reading skills of prediction, deduction and inference, summarising as well as continuing their decoding skills at a higher level. Guided Reading is taught in a whole class Guided Reading approach ensuring children are exposed to higher level texts

and a range of comprehension skills. In Key stage 2 we continue to use high quality reading books from the Oxford Reading Tree, Bug Club, Big Cat and Project X scheme, but in addition we use 'real' books, and other sources as required for children who are finding it difficult such as RAPID reading from Pearson. Key stage 2 children also have access to e-books from the Pearson Bug Club scheme. These books are carefully selected for individual pupils to access via their own log-in and are a follow on from the KS1 Bug Club phonics books.

Pupil Participation

Pupils are encouraged to participate in the decision- making processes including:-

- The selection of new reading titles.
- Supporting younger readers.
- Sharing suitable reading material from home.
- The creation of reading environments within the classroom.
- Sharing new technology, software or hardware.

All pupils need to be part of these processes, to know they are listened to and that their views are valued.

We have Reading Ambassadors from each class to represent the views of the children and they work with the Reading Leader when making key decisions and planning events.

Intervention, including children with SEND and those who are AG&T

At Castercliff Primary Academy, we strive to meet the needs of all children, ensuring that they meet their full potential and remain challenged academically. The provision for children with Special Educational Needs and Disability and those who have been identified as Able, Gifted & Talented is set out in the relevant policies.

All children working below age related expectations will receive additional support (see the Reading Pupil Entitlements).

Resources

All classrooms promote a positive reading culture by having a designated reading area with staff acting as good reader role models and staff sharing a class novel with children each day. Both classrooms and the school library contain a wide range of attractive and appealing reading material which all children have the opportunity to use. All classrooms have access to iPads and laptops on which children can access Bug Club and Epic. Events at year group, key stage and whole school level, promote an interest in and an enthusiasm for reading, for example, annual author visits, library visits and events for World Book Day.

Training

At Castercliff Primary Academy, we believe that well-trained staff with high levels of expertise are at the centre of successful teaching and learning. Staff are provided with high-quality training which

addresses their own professional developmental needs, as well as that which addresses current school development priorities.

Training is delivered through weekly staff meetings, INSET days and twilights, as well as external provision where appropriate.

Ongoing training throughout the year will be given to all teachers and TAs as new resources and ICT hardware and software are introduced to the school. This will include training to all staff on using Bug Club effectively. Training will also be provided on planning and delivering effective interventions for reading.

Home School Reading

The decodable reading practice book is taken home to ensure success is shared with the family.

- Reading for pleasure books also go home for parents to share and read to children.
- We use the [Red Rose Letters and Sounds parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly, for both independent reading and books to be read aloud. This will be monitored through the child's reading journal (Brain Box). We also hold specific reading meetings for year groups, especially in Reception and KS1. This support is also offered and reminders given at each parent's evening.

Parental Involvement

Parents and carers are key stakeholders in the education of pupils and have a critical role to play in helping their child to reach their potential. We support parents and carers in many ways to get involved in their child's education.

As part of the home school agreement, parents and carers have agreed to read with their children on a daily basis at home and will acknowledge this in their child's 'Brain Box'.

Parents and carers are encouraged to attend all meetings and parent evenings. They are actively encouraged to discuss the needs of their child with the class teacher, who is available for meetings / informal discussion and who will involve the subject team leader at the next stage if, and when, appropriate.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

[Assessment for learning](#) is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and

secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the *Red Rose Letters and Sounds* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.
- Year 2 and year 6 will sit their Reading SATs tests.

Monitoring and Evaluation

It is the role of the post holder with responsibility for this policy to monitor its effectiveness and suitability. Any proposed changes need to be presented to the school's leadership team before wider appropriate consultation is undertaken directed by the Academy Principal.

Appendices

This policy should be read in conjunction with the following policies or guidelines:

- Pupil Entitlement 2017-2018 for the agreed Non-negotiables (guidelines)
- Health and Safety policy
- Safeguarding policy
- Assessment policy
- Special Educational Needs policy
- Able, Gifted & talented policy
- Online safety policy
- British Values policy
- Marking and Feedback policy