



The Canons CE Primary School

Reading Policy

Intent:

At The Canons CE Primary School, our aim is for reading to be at the heart of our curriculum and that every child will become a fluent reader. We want children to become fluent readers, understand a wide range of vocabulary and also show excellent comprehension skills when they read in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this, we want children to develop a love for reading and read for pleasure on a regular basis.

Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction, non-fiction and poetry;
- understand and acquire a wider **vocabulary** (tier 2 and 3 words);
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a love of reading;
- read for pleasure both at home and school on a regular basis;
- through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge;

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation:

Our school follows the government validated SSP programme called Read, Write Inc which starts on entry in Reception and continues through into Key Stage 1. In lower KS2, RWInc is used as an intervention and in upper KS2 we use RWI Fresh Start programme for those children who need additional support with reading. The RWInc program teaches children to read and write the 44 phonics speed sounds in systematic stages. It is split into 3 sets of sounds and children learn to read, write and blend them into words. Children practise individual word reading of real and nonsense words in a speed sound session every day and read a book which is matched to the sounds that they have learned.



Phonics is timetabled from Monday to Friday and lasts for 45 minutes each day in Reception and Year 1 and for 30 minutes in Year 2, 3 and 4. Children are grouped homogeneously according to their needs and ability by the reading leader after each half-termly assessment. There are handbooks in school and on the Oxford Owl website to support reading teachers with their planning. Reading teachers also have access to the Ruth Miskin portal where they can watch training videos on how to deliver their sessions. Regular assessments are carried out by the reading team and the groups are changed accordingly.

The Reading leader has time to train and coach the reading teachers every week so that the teaching of reading is high-quality and consistent across the school. The school also engages with the RWInc development programme in which a specialist teacher visits school regularly to advise, train staff, assist with grouping and ensure that there is fidelity to the scheme.

RWInc core books are designed to be phonically decodable with sounds that the children already know. These are used in phonics lessons to practise blending and fluency and build the children's confidence and enjoyment of reading. The books also have set comprehension activities to develop their understanding too. They take them home when they have read it at least 3 times in school and we call this their fluency book. The children also take home a Book Bag book which they use as their practise book. These books are also matched to their RWInc group and are fully decodable for them so they are able to read them independently.

Children also take home a read for pleasure book from the library in KS1 and can choose any book they are interested in. This is to read independently or share at home with their parents.

As the children progress through the RWInc program, they are taught to build their fluency, use expression and develop their comprehension skills further. In KS1, the focus is mainly on fact retrieval and understanding vocabulary and as the children move into KS2, the focus then moves more to focus on inference and understanding author's choice.

Once children have completed the RWInc program, they will be fluent readers. This means that they can access a wide range of scheme and 'real' books in our colour banded system. This finishes at the end of Year 3 when they move onto the Accelerated Reader program. A Star Reader test is completed as a baseline and then repeated every term which will give teachers the child's Zone of Proximal Development (ZPD). Children read books from our class libraries within their ZPD and then take a quiz after each book. The children also have a 'Free Choice' book which they can read for pleasure if they wish. Fifteen minutes each day is timetabled for quiet reading where children can complete quizzes on their books.

Reading skills are taught as part of the English lesson, as we believe that it is important to think of English as a whole: reading, writing and grammar interacting in harmony to create a fully literate individual. With this in mind, we have put reading at the heart of our curriculum, using a key text to direct our planning, both in English and across the curriculum. This is to inspire and engage the children whilst allowing them to acquire the necessary skills to be accomplished readers.

Research suggests that children's acquisition of vocabulary can impact their understanding of the texts and the wider world and can impact on their future. We therefore ensure children acquire and understand the necessary understanding of Tier 2 and 3 words through the Talk Through Stories and



Word Aware schemes, where children listen to a class story being read by their teacher and are introduced to carefully selected vocabulary.

Children are also encouraged to use the library and reading areas around school for quiet reading during breaks and lunchtimes. Our class reading ambassadors help to promote reading and support children using these reading areas.

We believe our teaching should be engaging and allow children to foster a life-long love of reading so texts chosen should reflect this. Regular book talk within class exposes children to new authors and allows them to express their reading preferences while building chance for discussion between peers and adults.

We celebrate reading in termly assemblies where children have the chance to win books and we have a Millionaires' Club where, at the end of the year, children who have read 1,000,000 words are taken on a trip to celebrate their achievement.

Impact:

Reading in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time, we provide books to ensure that children read for pleasure and learn to love reading.

If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Phonics assessment (RWInc);
- Phonics screening results;
- Book band colour - assessed using Bug Club and teacher assessment;
- ZPD scores;
- Reading ages given through the AR programme (Star Reader)
- Fluency assessments
- Summative assessments each term e.g. PiRA;
- Learning ladders assessment tracking system
- End of Key stage SATs results.

The implementation of the RWI phonics scheme has had a huge impact on our phonics screening results. The teaching of phonics in our school is systematic and all staff are regularly updated with any changes. Regular training and coaching sessions are held where necessary by the phonics leader.

More recently the implementation of Accelerated Reader in KS2 has raised the profile of reading in our school. Children are reading more for pleasure and on a more regular basis. The quizzes that the children take are improving their comprehension skills.

Leadership and Management

The subject leader's role is to empower colleagues to teach Reading to a high standard and support staff in the following ways:



- By keeping up to date on current issues and research; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of reading provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning.

The Literacy Subject Leader will also keep the Headteacher up to date and use their action plan to evaluate the strengths and weaknesses in reading and indicate areas for further improvement.

Partnerships with parents

Parents are sent information about how they can help their children with reading at home. Also, parents are informed on how they can help child at home by attending Parents' Meetings. During Parents' Evenings curricular targets are shared and a written report is completed annually in the Summer Term. Homework in Early Years, Key Stage 1 and Lower Key Stage 2 is sent home regularly and children are expected to read regularly at home. In Upper Key Stage 2, reading homework reinforces class work or curricular target work and aims to promote enjoyment in the subject.

Home Learning

Homework is set through Seesaw or is sent home in homework books and is always linked to the reading curriculum covered in school. If a child is learning from home due to isolation, they will receive their reading tasks and will be required to send it back to the teacher at the end of the day to mark. If a class is isolating or there is a national lockdown and schools close to most pupils, then the teaching of reading will happen through daily English lessons through live lessons on Teams where a teacher will directly teach the children. Their work will still be sent via Seesaw. Children will be expected to read at home with an adult as normal using websites with e-books like Oxford Owl.

Reviewed November 2024

By Cath Brown, Tor Pinfold and Jenny Day (English Leads for KS1 and KS2)