

ARNSIDE NATIONAL SCHOOL
English Policy: Reading

CURRICULUM VISION: English	SCHOOL VALUES	INTENT What are the endpoints we want the learners to reach? In your subject what are the key concepts students need to understand?	IMPLEMENTATION How is your curriculum delivered & sequenced to build on prior understanding, ensuring access for all learners?	IMPACT How the curriculum evaluated and what knowledge and skills have learners gained against expectations?
<p>Arnside National Church of England School is a lively and caring community where all are supported, nurtured and encouraged. Our vision is rooted and grounded in love, God’s greatest gift, which helps and guides everyone at our school to aspire, believe and achieve. ‘Let all that you do be done in love’ (1 Corinthians 16.14)</p> <p>At Arnside National School, our mission is to enable children to Believe, Aspire and Achieve; English is fundamental in reaching this goal. We believe that English underpins everything we learn. It is integral to accessing and succeeding in the curriculum and the wider world, through speaking and listening, reading and writing.</p> <p>We want all our children, regardless of background or culture, to be able to harness the power of the spoken and written word and use it effectively. Through carefully planned learning opportunities, we teach children to express themselves imaginatively and to communicate with others in a variety of situations, both formal and informal. In doing this we hope that children will begin to develop a love of language in all its forms. We foster a love of reading through engaging texts which spark interesting and creative writing opportunities. We use these writing opportunities to teach the more technical components of spelling, handwriting, punctuation and grammar. Through our teaching we want children to become fluent readers, good listeners and inspiring writers but most of all we want our</p>	<p>Happy, healthy and secure</p>	<ul style="list-style-type: none"> • The children enjoy reading. • Reading is seen as a way of being mindful, as a way of escaping the pressures of life • Children are only exposed to literature that deals with issues that are appropriate to their level of maturity. 	<ul style="list-style-type: none"> • Assessment of the mechanics of reading is done in a non-threatening environment. • Class books are chosen carefully to ensure children are only exposed to age-appropriate material. • Children are given quiet time, and where possible a quiet, comfortable area in which to enjoy reading. • A new library has been commissioned to provide a comfortable, relaxed space in which to read and share books. • Investigate implementation of outdoor reading area. • Children are given time to rehearse reading aloud before performances so that they feel confident and have the required skills and fluency. • Class teachers model fluent, expressive reading when sharing texts with the children. 	<ul style="list-style-type: none"> • Children enjoy reading overall and appreciate the quiet times to read or to share books with others. • Questionnaire in Book Week.
	<p>Independent and confident</p>	<ul style="list-style-type: none"> • Children are given increased independence in their choice of reading material so by Y6 can make decisions and describe their preferences. • Children have the skills to enable them to make independent choices regarding literature choice. • Children have fluency in their reading skills to enable them to skim, scan and extract relevant information from texts. • Children are able to read and perform in front of an audience with confidence. 	<ul style="list-style-type: none"> • Our Systematic Synthetic Phonics programme (based on Letters & Sounds using the accredited TWINKL Scheme) supports the teaching of the mechanics of reading. • Friezes, resources and displays match the SSP programme. • Our reading scheme follows this SSP programme. • Our reading books are levelled according to the National Colour Band System. • When a book doesn’t follow the SSP programme, we use ‘best fit’ practice to level and place it within the right colour band. • Once the children are reading fluently (white band or above), a wide variety of alternative books are also available for them to select themselves to develop a love of books. • All children have access to a wide variety of books during the school day. • In EYFS, before the children begin the reading scheme, they take home picture books to share with their parents. • KS2 children get increasing freedom (with support when necessary) to read their preferred choice of book. • Class reading, guided reading, library sessions and research sessions open their minds to a wide variety of literature. • Children are taught how books are organised in bookstores & libraries and how to find information in books and texts. • Children are taught the skills to make them fluent readers, able to read aloud with expression, skim, scan and extract information. • Children are encouraged to read and perform from a range of texts in front of an audience of their peers, parents and other adults. • In church and in RE, children are taught to read from the bible and are given a bible on leaving the school. 	<ul style="list-style-type: none"> • Children’s knowledge of authors and of books is good, having been exposed to a wide variety of literature throughout school. • Phonics testing in KS1 has excellent results. • All children read aloud regularly and their fluency levels by Y6 are generally very good – those who are reluctant to read aloud are encouraged and supported in doing so. • Reading comprehension SATS results in KS1 are excellent. • Reading comprehension SATS results in KS2 are good. • Children know how to find books in a library and on the bookshelf. • All children read or perform aloud in front of an audience. • Regular reading comprehension tests allow accurate tracking of progress throughout KS2. • Teachers use running records as a way of assessing children’s reading (from Orange in the banding system).

<p>children to have a voice to express themselves positively, through the fruits of the spirit, in the wider world.</p>	<p>Caring and respectful</p>	<ul style="list-style-type: none"> Children will use literature as a way of accessing and dealing with challenging issues. Children are aware of issues such as equality and cultural diversity through their reading 	<ul style="list-style-type: none"> The choice of class novels and guided reading texts include some that deal with difficult situations (social & environmental issues, mental health, disability, racism, refugees, inequality and the impact of war) Children are encouraged to read poetry and prose by local authors, which refer to our local environment. Children are given access to books and poetry by authors from different backgrounds and cultures, allowing them to learn about the world beyond their own. 	<ul style="list-style-type: none"> Class and group discussions are respectful and caring in their approach, with children often referring to literature when dealing with difficult situations. Children are able to name and discuss the work of authors and poets from different cultures and backgrounds.
	<p>Inspired and excited to learn</p>	<ul style="list-style-type: none"> Lessons are inspirational and stimulating, ensuring that the children develop a lifelong love of learning. Reading needs to introduce children to a wide range of high-quality literature. Children are encouraged to research using library and online resources. 	<ul style="list-style-type: none"> Children are heard reading independently at least once per week. All classes do one guided reading per week. This may be in small groups or whole class teaching sessions. Reading comprehension is taught throughout the school. Within the guided reading sessions, throughout the school, our teaching of comprehension strategies is based upon the literacy Shed + Reading VIPERS scheme. Progression is reinforced by revisiting the concepts of Vocabulary, Inference, Prediction, Explanation, Retrieval and (in KS2) Summarising. Regular reading for pleasure sessions Class novels or picture books are shared with each class for at least 10 minutes per day. Children encouraged to read at home and share books. Shared reading across age-groups Inviting adults to read Annual Book week Book fair In KS2, we use class novels for guided reading, independent reading and shared reading to develop stamina and immersive experience in reading. Library van visits & topic boxes Visits to the local library (KS2) Each class has a weekly timetabled slot to work in the library, learning how libraries work and how non-fiction texts can aid research. Well-stocked school library and class libraries. Non-fiction texts, used to research subjects are scaffolded and selected by the class teacher to ensure all children are able to access the information effectively. Magazines and newspapers add to the wealth of reading material available. Reading awards, such as Spellbinding. Story telling (link to Senegal project – Claire Griffel) & recording themselves reading. 	<ul style="list-style-type: none"> In KS1 most children read aloud to parents at home and enjoy this experience on a regular basis In KS2 this dropped historically so measures are being taken to encourage children to share reading with peers and parents throughout KS2 (rewards, book-groups)
	<p>Part of a team or family</p>	<ul style="list-style-type: none"> Children enjoy sharing books and their love of literature with others of different ages. Reading is seen as a shared experience, whether discussing books we have enjoyed or reading aloud to others. 	<ul style="list-style-type: none"> Y6 children read to EYFS every week. Parents and children are encouraged to read together regularly. Parents are given a list of questions (Reading VIPERS) to ask their children to develop comprehension skills. If this is not possible, class teachers and TAs aim to hear these children as often as possible. Cross-generational reading sessions in reading week. Book groups allow children to discuss their favourite books with their peers. Feel part of a global community – stories from Senegal and communication with twin school. 	<ul style="list-style-type: none"> Older children have a positive and respectful relationship with those in the early years. Children see reading as something they will be doing throughout their lives. Children will feel part of a global community of storytellers.

SEND		<p>Regardless of background, ability or additional needs, by the time children leave Arnside National School, they will:</p> <ul style="list-style-type: none"> • be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types. • have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read. • be inspired by literature and will read for pleasure. 	<p>Children who struggle with reading will receive support from teachers and teaching assistants in order to address their specific individual needs. Quality First Teaching will be employed within the classroom as much as possible, supplemented by the following interventions:</p> <ul style="list-style-type: none"> • Reading Intervention • Regular individual reading sessions • Streamed phonics lessons to account for differing abilities • Online reading programmes • Toe by Toe • Black Sheep • Increased support in reading comprehension activities • Reading comprehension cards 	<p>Children with specific needs in reading will be continually assessed to evaluate the impact of their interventions, which will be adapted accordingly:</p> <ul style="list-style-type: none"> • Reading Age Assessment • Running records • Reading comprehension tests
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