



**THE RACKHAM**  
**C OF E PRIMARY SCHOOL**

# Reading Policy

**Date:** September 2023

**Policy number:** SCH 023

## **1. Purpose of the policy**

This policy reflects the aims and values of The Rackham Primary School. It ensures all of our school community, including staff, governors, parents and pupils, are working towards the same goals, reflecting our school Christian vision.

‘Working together to be the best we can possibly be’.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website - [www.rackhamprimaryschool.com](http://www.rackhamprimaryschool.com)

## **2. Subject vision**

At The Rackham Primary School, we understand that reading is fundamental to pupils’ development as independent learners. We want all of our pupils to read across the curriculum with fluency, accuracy, understanding and enjoyment. We are committed to creating a reading environment where pupils engage critically and imaginatively with fiction, poetry and non-fiction enabling them to make sense of the world and their place in it.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is divided into two areas:

- Word Reading
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## **3. Aims and outcomes**

The National Curriculum (2014) provides a detailed basis for implementing the statutory requirements for reading. Much of the Programme of Study is taught through English and Whole Class Reading lessons but it is expected that children will read widely across the curriculum.

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

#### **4. Teaching and learning**

At The Rackham, we use two schemes of work to enable our pupils to learn to read with fluency, understanding and enjoyment.

##### **FFT Success for All Phonics and Reading**

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

FFT Success for All Phonics and Reading is a systematic, synthetic phonics (SSP) programme that has been validated by the Department for Education.

'Our ambition is to enable success for all children and inspire a lifelong love of reading.'

*Please see The Rackham Phonics Policy for more details.*

##### **Pathways to Read**

We follow a Mastery approach to English through the programme **Pathways to Read**. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for reading. Skills are built up through repetition within the units, and children apply these skills in the reading activities provided.

We also use **Pathways to Write** to drive our writing curriculum. This aligns with **Pathways to Read** ensuring meaningful links for our pupils with texts and topics that are used across Literacy, Humanities and Science.

Class teachers teach reading in both single and mixed-age classes.

### **Foundation Stage**

In our two reception classes, we teach reading using the approved FFT 'Success for All' phonics and reading scheme.

We teach a daily 25-minute phonics session that follows a consistent structure.

To apply their phonics knowledge we teach daily Shared Reading. Shared Readers are fully decodable texts in a wide range of genres that include characters, settings and topics, relevant to children of all ages.

### **Key Stage 1**

#### **Year 1**

In Year 1, we teach a daily phonics session using the FFT Success for All phonics scheme.

In Year 1, reading is taught using the approved FFT 'Success for All' Shared Reading scheme

#### **Year 2**

In Year 2, we teach reading using the Pathways to Read scheme.

We teach this as a daily whole class lesson. Pathways to Write and Pathways to spell complement the scheme.

For children who did not pass the Year 1 phonics check, phonics interventions are planned and delivered using the Success for All materials..

### **Key Stage 2**

In Years 3/4 and 5/6 the children are in mixed age classes. We teach reading using the Pathways to Read scheme.

We teach this over three whole class lessons. Pathways to Write and Pathways to spell complement the scheme.

For children who still require overlearning or consolidation of phonics skills, interventions are planned and delivered using FFT Success for All phonics scheme.

### **Reading for Pleasure**

In order to become accomplished readers, children need to improve their reading miles. We will endeavour to help the children develop a love of reading by inspiring them to consume a feast of books throughout their education. At The Rackham we take a strategic approach to nurture a love of reading:

This includes:

- Lots of adult modelling
- Discussion
- Sharing books and stories
- Library time
- Providing time to read.
- Using the Rackham Reading Spine for class 'story time' reads. See below.

In addition to these core approaches, we also provide a range of reading experiences. These include:

- World Book Day
- Travelling book fair
- Live author events online
- In person author visits
- Reading events in school e.g. bedtime reads and reading cafes.

### **Reading in Class**

At The Rackham we have carefully curated a Reading Spine of texts that are read to the children in class for pleasure.

These are texts to be read during daily story time.

Texts have been selected for Years 1-6 and incorporate a range of genres, classics and contemporary authors. In Year R, staff select a range of quality picture books.

### **Individual Reading at Home**

Children reinforce their reading lessons by taking home a reading book that aligns with where they are up to within the taught schemes.

It is expected that parents will read with their child at least three times per week at home. This expectation is reinforced each year at the Meet the Teacher open morning.

Each child is given an individual reading record in which parents can note comments about their child's reading. School provides reading prompts to support this process.

As the children become independent readers the expectation is that they read three times a week with an adult at home. However, they are then encouraged to make their own comments in their reading record.

## **5. Cross-curricular links**

As our subject vision states, at The Rackham we see Reading as fundamental skill that enables children to become independent learners. Reading is practised and applied across all areas of the curriculum.

## **6. Assessment and recording**

### **6.1 Assessment**

#### **Formative assessment.**

The class teacher monitors each child's progress in reading on a regular basis using evidence from FFT Success for All reading and Pathways to Read sessions and by using the online diagnostic assessment tool.

The Success for All online assessment tool is used throughout KS2 to identify gaps in children's phonics knowledge, fluency and comprehension. Teachers then plan precise interventions to ensure the child can catch up with their peers.

#### **Summative assessment**

Summative assessment is completed termly using Success for All online assessment tool and Teacher Assessment in Reception and Year 1.

Summative assessment is completed termly using NFER reading tests and Teacher Assessment from Years 2-6.

At the end of each school term, pupils will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

These assessments are reported to parents at termly parent consultation meetings and within the end of year written reports.

## **Marking**

Children receive regular feedback and marking follows the school's marking policy.  
See Marking Policy.

## **6.2 Recording**

### **Reception and Year 1**

FFT Success for All Shared Reading lessons are oral in Reception and Year1.

### **Years 2- 6**

Pathways to Read sessions often have a written element. This is recorded in a separate reading exercise book.

## **7. Resources**

Resources for Success for All phonics are stored in individual classrooms and can be found online using a staff login at [FFT Success for All Phonics - FFT](#)

Shared Reading books for Success for All are stored in the corridor near Larch Class.

Pathways to Read and Pathways to Write texts are stored in The Orchard.

Rackham Reading Spine books are stored in the Orchard.

Pathways scheme units of work and supporting resources can be found on Teams.

## **8. Roles and responsibilities**

### **8.1 Headteacher**

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

### **8.2 Subject leader**

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject

- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

### 8.3 Link governor

The link governor responsible for Reading at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

### 8.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

### 8.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework

## 9. Inclusion

National Curriculum:

**'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'**



At The Rackham, teachers set high expectations for all pupils in Reading. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Reading, wherever possible, and ensure that there are no barriers to every pupil achieving.

Any child who is Working Towards the Expected Standard in Reading will be have an APDR. This will clearly identify a plan of action to ensure every child is given the opportunity to make good progress.

Where appropriate, children in Years 2-6 may continue to study phonics, using FFT Success for All phonics. These lessons may be at a slower pace.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Reading.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **10. Links to other policies**

This subject policy links to the following policies and procedures:

Curriculum policy

Assessment policy

Marking policy

SEN policy

Writing Policy

Phonics Policy

## **11. Monitoring and review**

This policy will be reviewed by staff and governors every 4 years.

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

**Approved and signed by:**

**Headteacher**



**Signed:**

**Date:** 7<sup>th</sup> September 2023

**Chair of Governing body**



**Signed:**

**Date:** 7<sup>th</sup> September 2023