

# WALMSLEY C.E. SCHOOL

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## English Reading Statement

Date Drafted	Dec 2021
Policy Written By	R Cahill
Date Reviewed	Sep 23
Date of Next Review	Sep 25
Responsible Committee	School Effectiveness
Tracking changes	Curriculum implementation – all areas of this

As a school we pledge to:

...be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment

...work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity

...give ownership of the opportunities presented to the school family thus enabling them to reflect on their time at Walmsley with pride

### **Statement of Intent**

Walmsley C of E Primary School follows the statutory programme of study and attainment targets for English at KS1 & KS2 and the EYFS curriculum. We aim to deliver a high-quality English education that will teach pupils to speak and write fluently so that they can communicate their ideas to others.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Our curriculum promotes high standards of language and literacy by developing pupil's command of the spoken and written word, whilst promoting their love of literature through widespread reading for enjoyment. We understand that reading, as with many other skills, develops at different rates for different children. It is therefore important that there is a consistent approach throughout school so that all staff are good teachers of reading, with a clear understanding of the progression of skills, and of how to support progress. Reading needs to be taught and practised with early intervention essential at every stage so that pupils can read with fluency, accuracy and understanding. Our English curriculum is carefully planned to meet the needs of all pupils, including those who are disadvantaged or with SEND needs.

#### **We aim to ensure that all pupils:**

- Read easily, fluently and with good understanding.
- Develop their speed and confidence whilst reading.
- 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.
- For children to achieve a good understanding of phonics and early reading so that they can move on to become confident independent readers.
- Have a consistent reading approach from all adults when completing 1:1, group or whole class reading sessions to ensure high outcomes.

#### **Curriculum Implementation for Reading**

Our English curriculum is implemented through careful planning, teaching, feedback and assessment. At Walmsley C of E, we develop pupils' reading in English lessons and throughout the whole curriculum. Pupils are taught to read fluently and understand

extended prose (both fiction and non-fiction). Reading for pleasure is promoted throughout school.

**We ensure that the curriculum is taught in line with our aims:**

Curriculum

- The statutory programme of study and attainment targets for English at KS1 & KS2 and the EYFS curriculum is followed with a consistent approach being used throughout each key stage.
- Children will be introduced to the earliest stages of reading through a wide range of speaking and listening activities and through an effective programme of phonics throughout EYFS and KS1 – Super Sonic Phonic Friends
- The English curriculum is delivered as a discrete subject and reinforced throughout the curriculum. We follow the 'Pathway to Read' model which is clearly sequenced.
  - Pupils in Year 1 have 1 Guided Read lesson, starting in the spring term following pathways to read recommended approach. This is to allow pupils to learn the sounds taught in Basics 4-5 during the autumn term.
  - Pupils in Year 2 – 6 have 3 guided read lessons a week following pathways to read.
- In addition to this, pupils will also have an age appropriate comprehension lesson every two weeks to develop pupil's understanding of texts, explore the meaning of vocabulary, promote discussions and allow pupils to give a written response to demonstrate their understanding. This is based on the KS1/KS2 reading domains. Staff will use resources from but not limited to Classroom Secrets, Test Base or PrimEd based on the KS1/KS2 reading domains.
- Vocabulary is selected and taught explicitly using the national curriculum high frequency words and subject vocabulary linked to texts. This is progressive across year groups and is clearly displayed in classrooms, on working walls, so the children can refer to it to enhance their reading and writing. Collaboration is promoted at all levels of school life. In lessons children regularly have the opportunity to work in groups or pairs.

SEND

- The English reading curriculum is adapted, through appropriate differentiation to meet the needs of all learners and prepare them for the next stage in their education. Staff use the Progression in Reading Skills document to support this.
- Children with Special Educational needs, where necessary, will be provided with specialist equipment such as sloped boards, large print or lights to support progress.

Environment

- All classrooms will have a literacy rich environment with an inviting reading and library area with reading materials presented in an attractive and inviting way.

### Home Reading

- In Reception pupils read daily in school with their phonics group with books to match the letters and sounds taught. They are sent home with 2 phonetically decodable books to read at home once a week. It is recommended they read each book three times. Once for decoding, a second time for fluency and a third time for comprehension/understanding.
- In Year 1 pupils read as part of a small group linked to their phonics skills at least 3 x a week in the Autumn term. In the Spring term at least 2 x a week. Books match the phonic level pupils are working at. Two phonic books are sent home a week to read. It is recommended they read each book three times. Once for decoding, a second time for fluency and a third time for comprehension/understanding.
- In Years 2/3 pupils are heard read as part of a small group at least 1x a week using books from the banded reading scheme.
- In Years 4-6 pupils are set reading for pleasure homework to read for 30 minutes daily. Any children who are working below age related expectations will also be heard read using the school banded reading scheme and pages will be set from this to read at home. Phonics interventions are in place where applicable for those pupils who need it.
- Reading will also be promoted through assemblies, class discussions, recommendations We promote reading for pleasure. As part of our offer pupils in every year group are given a list of 100 recommended reads to read across the year.

### Love of Reading

- To foster a love of reading all pupils will be encouraged to read at home and enjoy books.  
IN EYFS/KS1 we expect children to read for 20 minutes a day. This may include their phonics book and reading for pleasure with an adult.  
In KS2 pupils are expected to read for 30 minutes a day.  
Reading promotes independence, choice and wider experiences so that the knowledge and skills acquired in school can be applied to deepen learning.

### CPD

- Expert teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.

### Feedback

- Feedback is both written and verbal. The purpose of any feedback given is to move a child forward with their learning. (see Feedback policy)

### **Children within KS1 will be taught to -**

- Draw on their knowledge of vocabulary to understand texts.
- Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- Identify and explain the sequence of events in texts.
- Make inferences from the text.
- Predict what might happen on the basis of what has been read so far.

### **Children within KS2 will be taught to -**

- Give/explain the meaning of words in context.
- Retrieve and record information/identify key details from fiction and non-fiction.

- Summarise main ideas from more than one paragraph.
- Make inferences from the text/explain and justify inferences with evidence from the text.
- Predict what might happen from details stated and implied.
- Identify/explain how information/narrative content is related and contributes to meaning as a whole.
- Identify/explain how meaning is enhanced through choice of words and phrases.
- Make comparisons within the text.

### **Curriculum Impact for Reading**

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills.

The development of reading is closely linked with speaking, listening, and writing. From an early age children will be encouraged to enjoy books and read for pleasure by creating a literacy rich environment in which they initiate and participate in a range of reading activities.

### **The impact of this is measured in the following ways:**

- National end of key stage assessments are used to identify strengths and areas for development.
- Monitoring of the subject through, planning, learning walks, lesson observations, book scrutiny and pupil discussions to measure outcomes in reading in all year groups. Strengths are celebrated and areas for development are acted upon.
- Whole school moderation ensures reading standards are moderated across the EYFS, KS1 and KS2. Cluster moderation takes place at the end of each key stage.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil Questionnaires and book monitoring. This information is used to plan staff meetings and external training opportunities.
- Marking and reading assessments are completed by the teacher (verbal as well as written) inform next steps and planning.
- Clear outcomes for individual lessons and sequences of lessons, ensures that children understand what is expected and how to make progress against specific criteria.
- Termly formal assessments take place in Reading to inform next steps.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.