



Welholme
Academy

Reading Policy

Definition

Reading is the ability to identify the words we see (word recognition), understand what they mean (comprehension) and connect words and their meaning so that reading is automatic and accurate (fluency).

Date produced – April 2022

Intent

Purpose of Study for Reading

As a school, we are committed to engaging and inspiring our learners. A high-quality education in Reading will teach pupils to interpret the written word and understand the ideas and emotions of others. Reading consists of two dimensions:

- Word reading
- Comprehension (both listening and reading)

Our teaching focuses on developing pupils' competence in both dimensions. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. We enable comprehension skills to develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. We encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading also enables pupils both to acquire knowledge and to build on what they already know. It is our aim to enhance the vocabulary of all children and reduce the word gap throughout school. The skill of reading is essential to participating fully as a member of society.

Purpose of Study for Phonics

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

At Welholme Academy our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme.

The programme is for pupils in Early Years to Year 2 who are learning to read and write and then any pupils in Years 2, 3 and 4 who need to catch up rapidly.

Aims for Reading

The teaching of Reading at Welholme Academy aims to ensure that all pupils:

- Can read easily, fluently and with good understanding
- Enjoy reading for pleasure as a choice and to value books
- Are exposed to a rich and varied vocabulary
- Have access to high quality texts in all classrooms for all lessons
- Have access to a vibrant, well stocked library, which they can explore and enjoy
- Take part in our reading challenge (KS1) and 100 books challenge.
- Enjoy being read to by an adult.
- Appreciate our rich and varied literary heritage

Aims for Phonics

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Early Years we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; in the hope that they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Implementation

Organisation for Reading

A whole-class approach to learning the skills of Reading is promoted at Welholme. Every year group, including FS2, have timetabled reading lessons throughout the week. All of these lessons are designed to teach the skills of reading. The Welholme Reading Spine, which is taught from FS2 to Y6, provides a structure for the teaching of reading through high-quality, relevant texts and is our reading curriculum. For each year group, every week consists of three texts which are linked together. These texts ensure that all children are provided with a rich diet of reading and the curriculum includes poetry, songs, author weeks, notable people, inspirational women, children's classics as well as many links to the topics covered in each year group. Each week of reading lessons will focus on a particular skill, with other skills included where relevant/appropriate.

Children in KS1 complete 30 minutes of reading three times a week, following the reading spine and the teaching of reading skills. Retrieval and vocabulary are completed daily, and inference, prediction, explanation and sequencing are covered over the week. In Key Stage 1, the children take home a reading book that is closely matched to their phonics knowledge. This is also assessed regularly to ensure they are taking home the correct level of book. Children also visit the school library once a week and can choose a book to take home to enrich their reading experience. Every child reads to an adult once a week (mission critical children read daily where possible).

In Year 3, the children have four 30-minute reading lessons a week. One lesson a week teaches reading skills. The remaining lessons follow the reading spine, covering a mixture of inference, explanation/author intent, summarising and prediction based on a given text. Vocabulary and retrieval are covered daily.

Children in Year 3 also have one 30-minute session using Lexia.

In Year 4, the children have five 30-minute reading lessons a week. One lesson a week teaches reading skills, one lesson is centered around the class novel (on alternate half-terms) and the remaining lessons follow the reading spine, covering a mixture of inference, explanation/author intent, summarising and prediction based on a given text. Vocabulary and retrieval are covered daily.

Any children who are not secure with their phonics have an afternoon intervention three times per week where possible.

Any children that are not meeting the expected standard for their year group are given extra support in interventions to meet their needs.

Children who are not secure with fluency follow a repeated reading programme.

Children in Y3/Y4 who need to develop their comprehension skills follow the reciprocal reading programme.

In Years 3 and 4, home school reading books are levelled and monitored by the class teacher in consultation with Teaching Assistants. All children read to an adult at least once a week, with those children identified as mission critical reading to an adult daily.

Children also visit the school library once a week and can choose a book to take home, alongside their level book. Those children who are free readers are able to choose their own reading books to take home after being advised by their teachers on suggestions.

Year 5 and 6 children have five 45-minute reading lessons a week. One lesson each week teaches reading skills, one lesson is centered around the class novel (on alternate half-terms) and the remaining lessons follow the reading spine, covering a mixture of inference,

explanation/author intent, summarising and prediction based on a given text. Vocabulary and retrieval are covered daily.

In Years 5 and 6, home school reading books are levelled and monitored by the class teacher in consultation with Teaching Assistants. All children read to an adult at least once a week, with those children identified as mission critical reading to an adult daily. Those children who are free readers are able to choose their own reading books to take home after being advised by their teachers on suggestions.

Children also visit the school library once a week and can choose a book to take home, alongside their level book.

For both Years 5 and 6, any children that are Mission Critical are given extra support in interventions to meet their needs.

Children who are not secure with fluency follow a repeated reading programme.

Children who need to develop their comprehension skills follow the Inference programme.

In Summer 2, all of the support is given to Year 5.

The 5-read challenge

All children at Welholme are expected to read at home at least five times a week. In Early Years and Key Stage One, children are asked to read to an adult who then signs their reading record. In Key Stage Two, children can read independently but must have their reading record signed by an adult.

Reading diaries are checked each week and children are classed as a 'Remarkable Reader' if they have achieved five reads. Their names are entered into the 'remarkable reader draw' and the winner is given a book of their choice. Children in KS1 also participate in the 'reading challenge,' a colour coded system which they move through and receive awards for completing.

The Welholme 100

In order to support and promote reading for pleasure, we have '100 Books to Read at Welholme' – 100 books to read whilst at the academy. Books are sorted by suitability into year groups and are available in all classes. The range includes high-quality fiction, non-fiction, poetry, classic literature and modern literature. In KS1, the staff share the books with the children through story time and they are continually available on bookshelves. In KS2, the books are available from all class bookshelves for the children to choose to read independently or share with an adult at home. We also have a selection available in the library.

Organisation for Phonics

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.

In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. Staff teaching Read Write Inc. Phonics record the results from the Assessments 1 and 2, which take place every half term. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-today guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Resources for Reading

A key element of Reading at Welholme is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading. All teaching staff have been trained by the reading lead on the role of the reading spine within school and as a school, we have invested heavily in our library and high-quality texts, which are available both in the library and in classrooms. This investment will continue as we develop our reading offer further.

Resources for Phonics

A key element of Read Write Inc. is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have attended a whole day Phonics training and the trainer has returned to support us on subsequent development days. We hold Development Days every year to ensure we are aware of up-to-date practice.

As a school we also bought into several of the Read Write Inc. resources so we were able to teach with 100% fidelity to the programme.

SEND

All children at Welholme Academy will access quality first teaching of reading and are taught age appropriate objectives which are set out in the subject overview document. To enable all children to achieve their potential in reading, scaffolding and support is used appropriately.

All children at Welholme Academy have access to quality first teaching in all areas of the curriculum which enables them to take part in a broad and balanced curriculum.

Teachers have high expectations of all children. Inclusive and high-quality teaching is delivered to the whole class in reading lessons, with bespoke support and interventions carefully planned for groups or individuals where needed.

In order to develop knowledge and skills in reading, some children may need extra intervention or provision. Interventions, additional support, resources and scaffolds are put in place to ensure the children reach their goals and learn in the best possible environment and any barriers to reading are minimised.

Support in reading can be in the form of one to one or small group but the needs of the child and how they learn best are always considered first and foremost. Working closely with peers in mixed ability groups enables the children to work inclusively and to support each other. Parallel to this we believe firmly that a child should develop independence skills in reading as soon as possible. Opportunities are provided to enable this and any support given to a child / children will be short term and reviewed regularly.

Impact

Assessment for Reading

Formative assessment is carried out constantly, within lessons, through questioning and discussion to check children's understanding. Particular areas of weakness are swiftly identified by teachers and teaching assistants, and support is given in subsequent lessons to ensure the focus skill for the week is secured.

Summative assessment is carried out every term to indicate if a child is working towards, at or above age-related expectations. This assessment is informed by progress in lessons and the data produced from the NFER tests. Analysis of the NFER tests is completed by the reading lead and the findings are shared with staff, to inform planning for the subsequent term. Book level progress is also monitored every half-term, alongside the progress of the bottom 20%.

Children are assessed against the relevant National Curriculum statements for reading, which are listed in the subject overview document.

Assessment for Phonics

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to a Read Write Inc. Phonics group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

Most of our pupils complete the phonics programme by the end of Year 1. The rest of the pupils complete the programme by the end of the autumn term of Year 2. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

We have high expectations of our pupils' progress and we attribute this to the programme and to the expectations it builds in.

Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them for 15 minutes every day, using the Read Write Inc. One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc. Phonics until they too catch up with their peers.

By the end of Key Stage 1 our aim is that our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject.

Safeguarding & Child Protection

Miss Glasby is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mr Chamberlain is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Welholme Academy's Child Protection Policy on our school website www.welholmeacademy.com or speak to one of the Pastoral Team.

Equalities

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

Monitoring and Evaluation for Reading

Reading is monitored using an annual cycle of planning, teaching and book scrutiny. Following this, feedback is given to all teachers so that good practise can be shared across school. Questions are posed to highlight areas for development and if necessary changes to practise are made. This is constantly reviewed in lessons and future enquiries. Any findings and suggestions are shared with the Senior Leadership Team with the aim of improving teaching and learning in Reading throughout the school, and the Reading Subject lead will work in conjunction with year groups to ensure areas for development are highlighted and acted upon.

Monitoring and Evaluation for Phonics

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, he works closely with the reading leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants). The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all pupils make good progress.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support
- keeping the groups homogeneous, i.e. at the same reading level - providing further training (through masterclasses, coaching/ observation and face-to- face feedback).

The reading lead can also give support day to day as she does not have a group herself and the teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The programmes are intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time. The reading leader is made aware of children who are persistent absentees and this is dealt with by our pastoral team and EWO.

Produced by: Rachael Crompton and Lucy Lehman

Date for review: 02.05.2024